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CAPELLA UNIVERSITY

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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 students and faculty. Here, you will contribute your knowledge and experiences while gaining insights from peers across the country and around the globe. Our students 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 student-facing services range from technical assistance to library resources and career services.

This catalog provides a comprehensive overview of the institution, highlighting our schools, programs, courses, and student 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 us.

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 students 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 students.
We foster the success and achievement of our students 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 students 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 adults 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 students 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 students, 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 and civility. 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 students 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 students 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 student outcomes and impacts, in 2025, Capella was reorganized into three schools: the School of Business, Technology, and Health Care Administration; the School of Nursing and Health Sciences; and the School of Social and Behavioral Sciences. The Office of Undergraduate Studies was also created. These schools include offerings in business, technology, health care administration, health sciences, nursing, education, social work, psychology, and counseling disciplines. The Office of Undergraduate Studies includes the Division of Arts and Sciences providing general education courses.

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 students, 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

Students 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). Students 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). Students 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. Students 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 Student Success

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

• The University Orientation Seminar provides all new students with the knowledge, skills, and advice they need to be successful in Capella's online learning environment. Students 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 students.

• Students 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 student audio/video recordings. Students 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 Student Achievement

This badge is issued in recognition of the individual's completion of advanced graduate study. Students 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 students 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 student must currently be admitted to a doctoral program in any of Capella University's graduate schools and registered for doctoral coursework. Eligible students 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 students will receive an email notification with instructions for claiming their badge.

External Requests

The university maintains a record of external requests for students' 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.

Student Complaints

Students 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**.

If a complaint is not settled to the student's satisfaction in a state where Capella is delivering distance education by virtue of its participation in the State Authorization Reciprocity Agreement (SARA), the student may, after a final institutional decision is made, appeal the decision to the Minnesota Office of Higher Education (MOHE), Capella University's State Portal Agency under SARA. MOHE is the contact point for student complaints in states covered by SARA (this process does not apply to grade disputes or student conduct violations or to those students receiving distance education from Minnesota.). The decision must be appealed within two years of the incident about which the complaint is made. The resolution of a complaint by MOHE, will be final, with limited exception. For more information on SARA, see the university's state licenses and approvals listed under **Capella University - Legal, Regulatory, & Accreditation Information**, the general information section of the catalog, or **https://nc-sara.org/**.

Student Contact Information

Students are responsible for keeping their contact information accurate and current. Student information may be updated at any time on Campus or via Student Support. The primary form of official communication from Capella University is through email. Students are required to maintain active email addresses. To ensure receipt of important communications, students 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. Students 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 students to attend residencies offered in various locations. Residencies provide opportunities for students 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, students 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 student 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

Student 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 students. Special topics courses, in which students 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 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

Students may **request transcripts** on Campus or by calling Student Support at 1.888.CAPELLA (227.3552).

Effective April 1, 2022, Capella University students 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 student'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 students 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 iOS or Android phones and tablets.

Chromebooks: Chromebooks are considered mobile devices and have limited functionality. They do not meet minimum computer requirements for all programs. Some course tools and software may not function as expected.

MINIMUM	RECOMMENDED
Internet Connection	
Broadband 512kbps upload and download speed	Broadband (Cable or DSL) 2mbps upload download speed
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 365 Copilot (Word, Excel, PowerPoint) Adobe Acrobat Reader (Current Release)
Mac Software Requirements**	
Mac OS 26 Tahoe Mac OS 15 Sequoia Mac OS 14 Sonoma One of the following internet browsers for accessing and navigating Capella sites: Chrome Firefox Safari	*With Current Software Updates* Chrome (Current Release) Firefox (Current Release)
Windows Software Requirements**	
One of the following internet browsers for accessing and navigating Capella sites: Chrome Firefox Microsoft Edge	*With Current Software Updates* Chrome (Current Release) Firefox (Current Release)
Hardware Requirements***	
Desktop/laptop computer 8GB of Memory (RAM) 30GB of free storage Multi-factor authentication (any one) Desktop/Laptop Mobile device SMS/Texting Phone Service	Desktop/laptop computer 16GB or higher of Memory (RAM) 30GB or higher of free storage Multi-factor authentication (any two) Desktop/Laptop Mobile device SMS/Texting Phone Service Other hardware Webcam and Headset*

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

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

Information technology courses also require:

- Windows Professional or higher is required for IIS functionality
- 30GB of free hard disk space
- Mac users will need a Windows install or Windows set-up with Parallels
- 8GB or greater of RAM highly recommended
- Backup storage device

Some MBA courses also require Windows

- Mac users will need a Windows install or Windows setup with Parallels

Capella recommends that new students 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 students who would like to secure educational funding to help finance their academic program. Students 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 Students

For students 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 student received either a passing or failing grade. Students 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 students 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 students, financial aid may be used to cover the cost of the first repeat of a course a student has failed. Financial aid is not available to cover the cost of repeated courses for which the student received a passing evaluation.

Financial Aid Satisfactory Academic Progress

Federal and state laws require students 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 students 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, who started a new program or changed their program after Oct. 1., 2022, must meet the below progression requirements to continue to receive financial aid disbursements.

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

PROGRAM LEVEL	**MINIMUM PROGRAM POINT COMPLETION REQUIREMENTS**
Graduate Students (Half-time)	1.125 program points
Graduate Students (Full-time)	2.25 program points
Undergraduate Students (Half-time)	2.25 program points
Undergraduate Students (Full-time)	4.5 program points

All FlexPath students will start their program at a full-time enrollment level for financial aid purposes and be packaged for Direct Loans and, if applicable, Pell Grant eligibility based on their enrollment level. FlexPath students can change their enrollment level once per academic year.

Refund Procedure for Financial Aid Recipients

Students 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 students 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 students 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 students 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 students, currently enrolled students 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
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Maja Zelihic, PhD
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Vice President, Academic Affairs

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School of Nursing and Health Sciences

Jen Bonilla, PhD, FACHE, SHRM-SCP
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Amy Dorn-Fernandez
Chief of Staff, Office of the President

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Senior Director
Alumni, Career, and Events Services

Tom Sonnek, MFA
Senior Director
University Operations

Kelly Brooks, MPA
Registrar

Capella University Board of Trustees

The Board of Trustees provides oversight and guidance regarding Capella University's policies and programs.

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Walter Chesley, JD

Karthik Gunasekaran, MBA

Dawn Mueller, PhD

Diana Rodriguez, EdD

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Chief Executive Officer

Daniel W. Jackson
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Benjamin Sasse, PhD

William Slocum

Michael J. Thawley

G. Thomas Waite, III

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

Student Services

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

- Campus—Campus allows students to access Capella's services in one convenient place. Students 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, student support associates are available to assist students at 1.888.CAPELLA (227.3552) or Info@capella.edu.

- Academic coaches—Academic coaches help students make a successful transition into their program and serve as an ongoing source of support throughout their education. Advisors communicate with students 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 students.

- Academic Records—Admissions and Records Operations maintains confidential, accurate academic records of students as they progress through their program. Students may request official transcripts and view and print their unofficial transcripts any time on Campus.

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

Students 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 student pertaining to his or her academic progress, advising, financial status, learning disability records, physical disability records, academic dishonesty records, and disciplinary and student conduct records.

- **Academic Success Resources**—Capella's academic success resources help students 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. Students 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 students 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 students and alumni. Career Development Center staff interacts with students 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 students 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 students 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 students with disabilities in university programs and activities. Additionally, many courses at Capella include required live web conferencing activities and/or student audio/video recordings. Students 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 students from the point of initial inquiry through the application, admission, and enrollment phases. Call 1.888.CAPELLA (227.3552) for assistance.
- **Faculty and Mentors**—Students 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 students explore the options available for financing their education. Capella's online financial aid resources provide students 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. Students 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.
- **Student Accounts**—The Student Accounts team is responsible for ensuring accurate, timely billing of student accounts for tuition and fees, employer reimbursement, and financial aid disbursements. For questions about statements or billing, call Student 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). Students may also request books, copies of articles, and other resources from university libraries nationwide. In addition, Capella reference librarians are available to assist students and faculty with research questions, help students use library databases effectively, and teach students to successfully navigate the library website. Students 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 students who are affiliated with the armed forces. Military Support team members assist students 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 students may contact Military Support directly at 1.888.227.9885.
- **New Student Experience Team**—Capella University's New Student Experience team provides support to new students in adjusting to the Capella learning community and their degree program through the facilitation of the University Orientation Seminar. Students may contact the New Student Experience team by calling Student

Support at 1.888. CAPELLA (227.3552) or by visiting **Campus**.

- **Online Writing Center**—To help students 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. Students may determine their eligibility for veterans benefits by visiting **benefits.va.gov/gibill/** or contacting the Department of Veterans Affairs (VA) at 1.888.442.4551. Students 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. Students 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. Students 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 students 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 student's undergraduate core or specialization requirements.

Students 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, students 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. Students 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, students 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. Students 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, students are expected to earn a minimum "proficient" evaluation on all master's-level competencies and all competencies in their program. Students 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 students 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. Students 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 students in undergraduate degree programs.

The honors pathway is incorporated into the student'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, students connect outside of the courseroom in Capella Connect and have access to other benefits available only to honors students.

To qualify for the honors pathway, students 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, students 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. Students who fall below this threshold will have two quarters of active registration to improve their GPA to 3.5 or the student will be removed from the honors pathway.

Students enrolled in the honors pathway must earn a grade of "B" or better in the honors courses (PHI-H2005, SOC-H3005, and COM-H4005). Students who do not attain at least a "B" after one allowable retake will be removed from the honors pathway. Students who do not re-take the course within two quarters of active registration will be removed from the pathway. Students 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 students 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 students 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 students 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 students 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 students' coursework. Courses are offered in a traditional quarter-based academic calendar. The degree or certificate is awarded upon completion of the student's program requirements. All Capella programs and certificates are offered in the GuidedPath delivery model, unless otherwise noted.

FlexPath

FlexPath allows students to earn a Capella degree or certificate through the demonstration of competencies on assessments completed at one's own pace. Students 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 students' 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 students may be registered for two courses concurrently; students 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 students 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. Students 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 student to obtain licensure or certification. Students 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. Students are also responsible for taking the steps necessary to satisfy those requirements. Capella University requires all students in licensure programs to review the professional licensure disclosure information for the state in which they intend to seek a license. Students 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**.

University Policy

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

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1.01.01 Mission Statement and Educational Philosophy
1.01.02 University Governance
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1.01.05 Policy Exceptions
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3.02.01 Program and Course Development
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4.01.02 Retention of Student Records and Work Products
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4.02.02 Student Code of Conduct
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5.01.07 Emeriti Faculty and Staff Status

University Policy 1.01.01	Mission Statement and Educational Philosophy
Revised Policy Approval Date: May 12, 2016 **Revised Policy Effective Date: June 1, 2016** **Revised Procedure Approval Date: May 12, 2016** **Revised 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 students 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 students 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 students 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 students, 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; 4-1-25
Formerly university policy 1.01 Mission Statement

University Policy 2.01.01 Admission

Revised Policy Approval Date: May 15, 2023
Revised Policy Effective Date: July 1, 2023
Revised Procedure Approval Date: March 9, 2026
Revised Procedure Effective Date: April 29, 2026

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 students. 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.

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

Students seeking to take an individual course at Capella may be admitted to the university as non-degree-seeking students. Some courses may not be available to non-degree-seeking students. Non-degree-seeking students 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** **BSN**	High school diploma or equivalent	None	All undergraduate degree programs* All Accelerated Master's Pathway options*

			School of Nursing and Health Sciences' BSN (Prelicensure) degree program*
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** **MHA** **MSW**	Bachelor's degree	2.3	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* School of Social and Behavioral Sciences' MS Leadership in Educational Administration specialization* School of Social and Behavioral Sciences' MS Reading and Literacy specialization*
MPH	Bachelor's degree	2.5	
MSW—Advanced Standing	Bachelor's degree	3.0	School of Social and Behavioral Sciences' 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, Family Nurse Practitioner, and Psychiatric Mental Health 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** **PsyD**	Master's degree (related master's degree preferred)	3.0	School of Nursing and Health Sciences' DNP degree program* School of Nursing and Health Sciences' DrPH degree program* School of Social and Behavioral Sciences' PhD in Behavior Analysis degree program* School of Social and Behavioral Sciences' PsyD in Clinical Psychology degree program* School of Social and Behavioral Sciences' DSW degree program*

* 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

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	2.8	School of Nursing and Health Sciences' FlexPath option in the RN-to-BSN degree program*

	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** **MSN, FlexPath option**	Bachelor's degree	2.8	School of Business, Technology, and Health Care Administration's FlexPath options in the MBA degree program* School of Nursing and Health Sciences' FlexPath options in the MSN degree program*
DBA, FlexPath option **DNP, FlexPath option** **EdD, FlexPath option**	Master's degree (related master's degree preferred)	3.0	School of Nursing and Health Sciences' FlexPath option in the DNP degree program*

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 student's academic program and is assigned when a student 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 student, regardless of the submitting party. Copies may be issued to student 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 students 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 GED is not sufficient for proof of English language proficiency.
         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 4 for the iBT test if taken January 2026 or later/79 for the iBT test if taken prior to 2026, 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 student.

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

To ensure availability, appropriate supervision, and an equivalent experience in site-based learning, nursing students must be eligible to work and conduct site-based learning within the contiguous United States, Alaska, or Hawaii, as permitted by their nursing license. Students wishing to conduct site-based learning on U.S. military bases will be determined on a case-by-case basis. Non-nursing students in the School of Nursing and Health Sciences and students in the School of Social and Behavioral Sciences must be eligible to work and conduct site-based learning within the United States, Guam, Puerto Rico, Northern Mariana Islands, American Samoa or the U.S. Virgin Islands at the time of any site-based learning experience. This experience must be completed within the United States, Guam, Puerto Rico, Northern Mariana Islands, or the U.S. Virgin Islands and may, in some instances, be completed at a U.S. military base.

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 student.

V. Returning Students

A. Students 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. Students who do not register for courses for four consecutive quarters will be administratively withdrawn from the university and must reapply for admission. Admitted students 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 Undergraduate Admission Requirements for All Applicants

A. Undergraduate applicants must have graduated from a state-recognized public or private high school or satisfy one of the high school equivalency requirements in section VI.D. Homeschool graduates must meet the requirements outlined in section VI.B.
B. Additional Requirements for Homeschool Applicants

Applicants who have graduated from a homeschool must submit the following:

1. High school transcript that is signed and dated by the homeschool administrator containing a list of courses, years taken, grades, and date of high school completion/graduation, as well the full address and phone number of the homeschool
    a. Applicants unable to provide a transcript must submit, as alternative curricular evidence, a summary of their high school curriculum, materials used, and methods of assessment for

student achievement from the homeschool administrator, including completion date and full address of the homeschool.

b. The transcript or alternative curricular evidence must reflect a curriculum containing at least seven of the subjects required for Minnesota homeschool graduates.

2. The secondary school completion credential obtained by the applicant, if required by the state in which the applicant was homeschooled
3. Proof of homeschool registration, if the state in which the applicant was homeschooled requires homeschools to be registered with the state or local school district

C. Homeschool applicants unable to satisfy the requirements of VI.B above may be considered for admission if they provide evidence demonstrating one or more of the following exam score results* in addition to their high school transcript or alternative curricular evidence:

- ACT, score of 18 or above
- SAT, score of 400 or above
- Nationally Normed Assessment, passing score
- HiSET, 45 out of 100 for all five subtests
- TASC, passing score of 2500
- CLT for Homeschool Exam
- ACCUPLACER Test, ATB passing score

*Exam scores must be received directly from the agency administering the exam. Exam scores cannot be submitted by the applicant. Photocopies and faxes are not acceptable.

D. Undergraduate applicants unable to satisfy the admission requirements articulated in sections VI.A, VI.B, or VI.C may provide any of the following as evidence of attaining high school equivalency:

- A GED certificate
- An associate's degree from an accredited school
- At least 72 undergraduate quarter credits (excluding developmental and vocational credits and prior learning credit) acceptable for bachelor's degree transfer credit at Capella University
- At least 6 undergraduate college credits earned prior to July 2012 at a Title IV-eligible school applicable toward a degree or certificate at Capella University (excluding developmental and vocational credits and prior learning credit)

E. Undergraduate applicants unable to fully satisfy the requirements outlined in sections VI.A., VI.B, VI.C, or VI.D will be considered not admissible to Capella University.

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 students 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 must have at least 4.5 undergraduate credits eligible for college/university transfer, or American Council on Education (ACE)-recommended credits for learning equivalent to 4.5 credits.
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. To be eligible to enroll in a Capella University nursing program, applicants must reside within the contiguous United States, Alaska, or Hawaii; additional geographic restrictions may apply.
2. 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.
3. Applicants to all nursing degree and certificate programs must meet specific technical standards necessary for practicing nursing safely and effectively.
4. Applicants to the BSN (Prelicensure) degree program must pass the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) exam with a minimum 63% composite score. Applicants with a bachelor's degree with a minimum 2.5 degree-conferred GPA are eligible to waive the ATI TEAS exam admission requirement.
5. 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.
6. 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.
7. 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.
8. Applicants to the MSN Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health 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.
9. 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.
10. Applicants to the Post-Master's Certificates in Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health 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.

11. 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.
12. 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 Social and Behavioral Sciences
    1. Applicants to the MS in School Psychology degree program 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 Clinical Mental Health Counseling, MS in Marriage and Family Therapy, and MS in School Counseling degree programs are required to submit a degree-conferred transcript for a bachelor's degree as well as transcripts from all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 2.5 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 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 students 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.
    5. Applicants to the PhD in Behavior Analysis degree program must hold a current BCBA certification.
    6. 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.
    7. Applicants to the MS Leadership in Educational Administration specialization must have three years of licensed teaching experience. Applicants to the Georgia Professional Standards Commission performance-based building-level leadership program 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.

8. Applicants to the MS Reading and Literacy specialization 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.
9. 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.
10. Applicants to the DSW degree program must have a master's degree in social work from an institution accredited by the CSWE and at least two years of post-master's social work or volunteer experience, indicated on a resume, including the supervisor's name, phone number, and email address for each post-master's social work experience.

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. To be eligible to enroll in a Capella University nursing program, applicants must reside within the contiguous United States, Alaska, or Hawaii; additional geographic restrictions may apply.
D. Applicants to all nursing degree and certificate programs must meet specific technical standards necessary for practicing nursing safely and effectively.
E. 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.
F. 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.
G. 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.
H. 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 Student 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; 7-28-25; 1-1-26; 1-28-26; 4-1-26; 4-29-26
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; 4-1-25; 4-23-25; 7-1-25; 10-22-25; 4-1-26

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 BSN	High school diploma or equivalent	None	All undergraduate degree programs* All Accelerated Master's Pathway options* School of Nursing and Health Sciences' BSN (Prelicensure) degree program*
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 MHA MSW	Bachelor's degree	2.3	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* School of Social and Behavioral Sciences' MS Leadership in Educational Administration specialization* School of Social and Behavioral Sciences' MS Reading and Literacy specialization*

MPH	Bachelor's degree	2.5	
MSW—Advanced Standing	Bachelor's degree	3.0	School of Social and Behavioral Sciences' 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, Family Nurse Practitioner, and Psychiatric Mental Health 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 PsyD	Master's degree (related master's degree preferred)	3.0	School of Nursing and Health Sciences' DNP degree program* School of Nursing and Health Sciences' DrPH degree program* School of Social and Behavioral Sciences' PhD in Behavior Analysis degree program* School of Social and Behavioral Sciences' PsyD in Clinical Psychology degree program* School of Social and Behavioral Sciences' DSW degree program*

* 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 MSN, FlexPath option	Bachelor's degree	2.8	School of Business, Technology, and Health Care Administration's FlexPath options in the MBA degree program* School of Nursing and Health Sciences' FlexPath options in the MSN degree program*
DBA, FlexPath option DNP, FlexPath option EdD, FlexPath option	Master's degree (related master's degree preferred)	3.0	School of Nursing and Health Sciences' FlexPath option in the DNP degree program*

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	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	✓	✓	✓
Letters of Recommendation			PsyD Clinical Psychology specializations
Curriculum Vitae			MS Early Childhood Education and Reading and Literacy specializations; PsyD Clinical Psychology specializations; 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; PsyD Clinical Psychology specializations; 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
Background Acknowledgment	MS in Information Assurance and Cybersecurity degree program (all specializations)		

Teaching License Background Form			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

* 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

Revised Policy Approval Date: March 7, 2007
Revised Policy Effective Date: July 1, 2007
Revised Procedure Approval Date: October 11, 2018
Revised Procedure Effective Date: November 1, 2018

POLICY STATEMENT
Capella University requires students to complete all degree or certificate program requirements within specific time limits in order to be eligible to graduate. Students 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 student'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

* Students enrolled in the Bachelor of Science in Nursing (Prelicensure) degree program have a maximum of three years to complete the pre-nursing phase and a maximum of five years to complete their degree program after entering the nursing phase.

** Students 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.

** Students enrolled in the Master of Social Work have a maximum of six years to complete their degree program. Students enrolled in the Master of Social Work—Advanced Standing have a maximum of four years to complete their degree program.

** Students enrolled in the Master of Public Health have a maximum of five years to complete their degree program.

*** Students enrolled in the PsyD degree programs have a maximum of nine years to complete their degree program.

**** Students enrolled in the Nurse Practitioner post-master's certificate programs have a maximum of four years to complete their certificate.

RATIONALE

By limiting the length of time students may take to complete their degree or certificate program, Capella University supports student success, helping students 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 student 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 students to complete their degree or certificate program. Maximum time to completion begins on the student'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. Students who change their degree or certificate program are assigned a new maximum time to completion.
B. Students 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. Students 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. Students 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 student'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 students may apply for an extension by contacting Academic Advising to discuss their status.
1. Students 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. Students complete the Degree Extension Form (DEF) located on Campus that reflects the new completion date based on the proposed extension.
3. Students 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 student's official academic record.
3.If the extension request is not approved, the student 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
Students 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 students are reviewed for eligibility for extensions by the university.
1. The president's designee reviews the student's history and progress and makes a decision. Students are notified in writing of the academic review and decision of a degree extension.

2. Students 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 students may appeal their administrative withdrawal.

V. Readmission and Maximum Time to Completion
   A. Readmission Eligibility
      1.Students 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 students 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 students 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
      Students who are readmitted are assigned a new maximum time to completion and catalog.

VI. Administrative Withdrawal Appeals Process for Doctoral Students
   A. Students must appeal an administrative withdrawal decision within seven calendar days of being sent notification of the decision.
   B. Students must notify the university of their intent to appeal.
   C. Students must indicate their plan for future academic progress and success.
   D. Students must include an explanation of the circumstances surrounding their administrative withdrawal and the impact of those circumstances on the student's academic progress. The case decision is based on the student's progress, their plan for completion, and documentation/evidence supplied by the student.
   E. Students 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 student 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 students 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 2.02.12 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 Student 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; 4-29-26
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University Policy 2.02.02 Course Registration

Revised Policy Approval Date: December 5, 2025
Revised Policy Effective Date: January 1, 2026
Revised Procedure Approval Date: February 23, 2026
Revised Procedure Effective Date: April 1, 2026

POLICY STATEMENT

Students' university enrollment status is based on course registration. Students may only register for courses aligned with their program's career level, or as specified by their program requirements. Maximum course enrollment is determined by career level and delivery model.

Upon course registration, students agree to pay tuition and fees to Capella University as stated in university policy *4.03.01 Tuition and Fees*. Students who wish to cancel their course registration must adhere to the deadlines outlined in the academic calendar.

RATIONALE

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

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 student is enrolled.

Advanced Doctoral Phase

The advanced doctoral phase begins after a student has completed all didactic coursework and residencies. An advanced doctoral student'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*.

Career

Career is the term used to identify a student's degree program(s) as either undergraduate or graduate.

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

Course Withdrawal

Course withdrawal refers to students 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 student'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*.

First Course
First course refers to a program's designated initial course, which is designed to ensure students demonstrate sufficient academic readiness for subsequent Capella courses.

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
Students 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. Students 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. First Course Registration
   A. Students are registered for their required first course at the time of admission to their degree program.
   B. First course starts once a month, typically near the beginning of the month in both GuidedPath and FlexPath delivery models.

C. Students who need to repeat first course should discuss with their academic coach to determine their next possible first course start date. See the academic calendar on Campus and university policy *3.04.01 Academic Readiness* for further information on repeating first course.

II. Course Registration Procedures for All Students

A. Students register for courses, including residencies, using Campus's online course registration process. Students should refer to the current academic calendar available on Campus for course registration dates and deadlines. Some courses require a more specific registration process, as follows:

1. Preregistration/auto-registration
    a. Students work with appropriate Capella University staff to create an academic plan. During this process, students may consent to be preregistered for their courses.
    b. Preregistration/auto-registration is the default registration process for some programs.
    c. Once students 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. Students 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. Students must submit their request for site-based learning registrations through Academic Advising for school review.
    d. Ongoing course registration for students in programs with site-based learning may require the completion of prerequisite course and activities.

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

III. Concurrent Course Registration for Advanced Doctoral Students

A. Doctoral students registered for advanced doctoral-level courses may only be registered for advanced doctoral-level courses.

B. Advanced doctoral students registered for courses outside of the advanced doctoral level, with the exception of site-based learning, will be dropped from their other courses by school administrative staff. Students will be informed of the administrative course drop via email.

IV. Repeating Courses for All Students

A. Students 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 student is able to request to register for a third attempt, the student must engage with a coach and complete a request form.

B. Students 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 students 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 student 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 student may appeal the administrative withdrawal decision pursuant to section II.E. of university policy *3.01.04 Academic Standing*.
   1. GuidedPath students who have been administratively withdrawn from the university for failure of a third course attempt are not eligible for readmission to that program or any program requiring the failed course. Students who were not at the doctoral level may apply to another program at the same degree level, providing the program does not require the failed course.
   2. FlexPath students who have been administratively withdrawn from the university for failure of a third course attempt are not eligible for readmission to that program or for admission to any program in the FlexPath learning format at that degree level. Students who were not at the doctoral level may apply to another program in the GuidedPath learning format at the same degree level, providing the program does not require the failed course.

E. Repeated Courses, Grade Point Average (GPA), and Financial Aid Satisfactory Academic Progress (FASAP)
   1. When a student 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 student's GPA.
   2. Each attempt at the course appears on the transcript, and all attempts are used to evaluate the student'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 student 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. The Master of Science in Nursing (MSN) Nurse Practitioner specializations may have stricter course repeat procedures, which take precedence. Students should refer to their program-specific manual for details.

V. Course Drop or Withdrawal

	Course Drop Period	**Course Withdrawal Period**
3-week course session	0–12 calendar days	13–15 calendar days
5-week	0–12 calendar days	13–25 calendar days

course session		
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. Students 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 Students
   Advanced doctoral students should refer to the Capella University *Doctoral Manual* for details pertaining to their programs.
C. Course Drop
   1. Students 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 student's transcript and does not affect grade point average (GPA).
   2. Students may be financially impacted should they drop a course after the first five calendar days of the course. FlexPath students may be financially impacted should they drop a course after the start of the FlexPath session. Students are responsible for fully understanding the financial implications of a course drop. Students should refer to university policy *4.03.02 Tuition and Fee Refunds* to determine the financial implications of a course drop.
   3. Students 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, students 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. Students 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. Student name and verifiable contact information
         ii. Course number and title
         iii. Quarter or session/term/year
      b. Students 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. Students receive confirmation that the course drop request has been processed via Campus's Student Center or email. Students are responsible for checking their course registration status in Campus's Student Center.
   6. Students who drop a course after the open course registration deadline will not be able to reverse the course drop.
D. Course Withdrawal

1. Students may withdraw from a course from the 13th calendar day of the course through the official last day to withdraw.
2. Students may be financially impacted should they withdraw from a course. Students are responsible for fully understanding the financial implications of a course withdrawal. Students should refer to university policy *4.03.02 Tuition and Fee Refunds* to determine the financial implications of a course withdrawal.
3. Students 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, students 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. Students 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. Student name and verifiable contact information
        ii. Course number and title
        iii. Quarter or session/term/year
    b. Students 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. Students receive confirmation of receipt of the course withdrawal request via Campus's Student Center or email. Students are responsible for checking their course registration status in Campus's Student Center.
6. Students 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 student who withdraws from a course from the 13th calendar day of the course through the last day to withdraw:
    a. The student receives a Withdrawal ("W") grade for the course.
    b. The grade of "W" appears on the student'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 students. Should unforeseen extenuating circumstances arise after the deadline to withdraw from a course has passed, students may refer to section VI of this policy for recourse.

VI. Late Course Withdrawal

A. If unforeseen extenuating circumstances require students to withdraw from their course(s) following the official last day to withdraw, students 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 student to submit the request by the deadline, third-party documentation demonstrating this fact must be provided.

B. Students 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, students 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 and Extensions*. FlexPath students must contact their academic coach to review available options.
C. If it is determined that the student needs to request a late course withdrawal, the student should contact Academic Advising to initiate the request.
D. Students 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 student; for example, a death certificate, a letter from the student's supervisor, or a letter from the student's physician must accompany the request.
F. To be considered for a late course withdrawal accommodation, students 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 student.
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 students to notify them of the denial decision. The Admissions & Records Operations department will email students to notify them of the approval decision, copying faculty and academic coaches.
I. Military students 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.

VII. Appealing a Denied Late Course Withdrawal
A. To request an appeal of the decision to deny a late course withdrawal, students 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 student will be notified by email of the appeal decision.

VII. National Emergency Accommodations for All Students
A. The U.S. Department of Education directs schools to provide educational and financial accommodations to students 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 students impacted by a national emergency.
B. Students impacted by national emergencies are encouraged to contact Capella University as soon as possible. Students 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 students may be eligible for an "I" grade in first course only. Students 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. Undergraduate students may not register for more than three concurrent courses or more than 18 concurrent quarter credits, whichever is greater.
  2. Graduate students may not register for more than three concurrent courses or more than 15 concurrent quarter credits.
  3. Non-credit-bearing residency registration will not be included in a student's course load.
  4. For certain doctoral programs, courses must be taken in an established sequence, and students must successfully complete one course prior to registering for the next course in the sequence.
- B. Course Repeat Financial Aid Implications
  1. For students 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 student received either a passing or failing grade. Students 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 Students
     a. Undergraduate students registered for 12 or more credits of Capella courses each quarter are considered to be enrolled on a full-time basis.
     b. Undergraduate students 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 Students
     a. Graduate students registered in six or more credits of Capella courses each quarter are considered to be enrolled on a full-time basis.
     b. Graduate students 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 students registered in comprehensive examination and dissertation courses or doctoral capstone courses are certified as full time.
- D. Late Course Registration
  1. Students 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. Students 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 student requests the late course registration.
     c. If approved, Capella registers the student for the course, and the student receives a course registration confirmation via email.
- E. GuidedPath Course Participation

1. Initial Course Participation
    a. Students 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. Students who have satisfied the requirement for initial course participation agree to pay the applicable course tuition.
    c. Students 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 V of this policy. Students 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. Students 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 student's transcript and does not affect the student's grade point average (GPA).
    f. Students 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. Students who request a course drop or withdrawal as described in section V of this policy and who have not satisfied the requirement for initial course participation will be refunded 100 percent of the course tuition.
    h. Students 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. Students who continuously submit and complete grade-eligible or other engagement activities as defined in the courseroom are satisfying the requirement for ongoing course participation. Students must continuously participate in their courses to successfully complete the course.
    b. Students who do not participate in a course for 14 or more consecutive days are not satisfying the requirement for ongoing course participation.
    c. Students 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 student must resume participation in the course.
    e. Students 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 student is administratively withdrawn from the course during the acceptable course withdrawal period, the student will receive a grade of "W" for the course. If the student is administratively withdrawn from the course after the acceptable course withdrawal period, the student will receive a grade of "F" for the course. The grade will be noted on the student's transcript and will affect the student's GPA.

g. Students 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 students 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 students.

B. Course Load

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

C. Repeating Courses

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

D. Enrollment Status.

1. Undergraduate students
   a. Students 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.
   b. Students 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.
   c. 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.
2. Graduate students
   a. Students 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.
   b. Students 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.
   c. 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.
3. FlexPath students 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. Students who submit their target dates before the end of course census day have satisfied the requirement for FlexPath initial course participation.
   b. Students 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. Students 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 student's transcript.
2. FlexPath Engagement
   a. Students who regularly submit and complete FlexPath engagement activities are satisfying the requirement for FlexPath engagement. Students must regularly satisfy engagement requirements to successfully complete a FlexPath course.
   b. Students 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. Students who do not engage for 21 or more consecutive days may be contacted by academic advising.
   d. Students 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. Students 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 student's transcript.

POLICY OWNERS
Academic Owner: Provost
Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS
University policy 2.02.07 Changing Academic Program
University policy 3.04.08 Incomplete Grades and Extensions
University policy 4.03.01 Tuition and Fees
University policy 4.03.02 Tuition and Fee Refunds
Late Course Registration form—Campus

REVISION HISTORY
Original Policy Approval Date: February 19, 2007
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University Policy 3.01.01 Academic Integrity and Honesty

Revised Policy Approval Date: March 3, 2023
Revised Policy Effective Date: April 1, 2023
Revised Procedure Approval Date: June 30, 2025
Revised Procedure Effective Date: July 8, 2025

POLICY STATEMENT

Capella University is committed to providing students with the competencies and skills associated with academic integrity and honesty. Capella students 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.

Students 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, students 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 student's use of any third party to prepare and/or submit academic work, the university may immediately suspend such student's access to Capella courserooms and systems pending investigation and resolution of the alleged violation of this policy.

Capella University students, 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 student 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.

Advanced Doctoral Phase

The advanced doctoral phase begins after a student has completed all didactic coursework and residencies. An advanced doctoral student'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*.

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 action that may result from prohibited conduct. Sanctions imposed by Capella University may include:

- Non-acceptance of work submitted
- Failing an assignment
- Lowering a grade for a course
- Failing a course
- Formal written warning
- Mandated remedial activity
- Suspension from the university
- Dismissal from a program
- Dismissal from the university
- Cancellation of previously awarded academic credit or a degree or certificate credential. Revocation of conferred credentials requires action by the Capella University Board of Trustees.

This list of possible sanctions is neither progressive nor exhaustive, and Capella University reserves the right to assess sanctions on a case-by-case basis. Disciplinary action of Capella employees based upon their acts or omissions as an employee shall be determined by the Human Resources department.

PROCEDURES

I. Academic Resources
   A. The Publication Manual of the American Psychological Association (APA) and Academic Writer are tools to help students 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, students 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 Students
   All allegations of academic dishonesty involving students in the advanced doctoral phase 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 student'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 student of the alleged academic dishonesty in writing, and the student 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 student 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. Students 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 student 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 student, including their complete history of academic integrity. In the event the panel identifies additional alleged instances of academic dishonesty, the panel will notify the student 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 student.
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 student's credential should be revoked and an opportunity to appeal that recommendation under section VII will be provided to the student before Board of Trustees consideration of such recommendation.
    2. Following any appeal opportunity by the student 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 student, 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 student's credential should be revoked, and an opportunity to appeal that recommendation under section VII, will be provided to the student before Board of Trustees consideration of such recommendation.
    2. Should the appeal by the student 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 student will receive written notification of the provost designee's determination and any corrective/disciplinary action to be taken. Student 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

Students 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 student will only be considered to the extent such evidence did not exist or could not reasonably have been obtained by the student at the time of student's deadline for submission to the IRP.

2. Appeals under Section VI University Provost Review for Academic Work or Submission by Third Party
   Students 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 student's participation in a course. A student 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 student is alleged to have committed a violation of this policy deemed egregious by university leadership, the university may immediately suspend such student'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 student'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 students 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 students 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
University policy 3.03.06 Research Misconduct
University policy 4.02.02 Student Code of Conduct
University policy 4.02.03 Student Grievance

REVISION HISTORY
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University Policy 3.01.04 Academic Standing

Revised Policy Approval Date: May 10, 2010
Revised Policy Effective Date: July 1, 2010
Revised Procedure Approval Date: March 24, 2025
Revised Procedure Effective Date: April 1, 2025

POLICY STATEMENT

Capella University requires that all students 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. Students may appeal an administrative withdrawal or dismissal decision pursuant to this policy and its procedures.

Requirements

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

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

Cumulative GPA is calculated separately for undergraduate and graduate coursework.

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

RATIONALE

Capella University requires all students 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 student is enrolled.

Administrative Withdrawal

Administrative withdrawal is a university-initiated separation of a student 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 student from the university and is noted on the student'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 students 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 student 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 Students
   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, students 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 students who fail four courses will be administratively withdrawn from the university. These students will not be eligible to return to a non-degree enrollment but may seek admission to a degree program.
   5. Students who have been administratively withdrawn from the university for failure to meet academic standing requirements or who were not meeting academic standing requirements when discontinued from the university are not eligible for further course registration at Capella University as a non-degree student.

II. Program-Specific Requirements for Students 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* or 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. Students must meet the established criteria for each requirement.
      4. Students 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. Students 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. Students who do not meet the established criteria for each requirement after a second attempt may be administratively withdrawn from their program.
7. Students receive an email notification when they fail to complete their program-specific requirements on their first attempt. Students 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 student's responsibility to know these standards, and failure to receive the notification does not nullify the student's academic status.
8. Students' current academic status remains on their official record until there is academic activity for evaluation.
9. Students return to the university at the same academic status as when they departed.
10. Doctoral-level students 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. Students 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 student's program.
   2. Students 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. Students 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 student's official academic record.
   5. The School Designee will report their decision to the student as soon as practicable. A record of the School Designee's decision and sanction will become part of the student'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 student as soon as practicable. A record of the panel's decision and sanction will become part of the student's official academic record.
9. Students 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. Students must appeal an administrative withdrawal decision within seven calendar days of being sent notification of the decision.
2. Students must complete and submit the Academic Standing Appeal Form.
3. Students 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 student.
4. Students must indicate their plan for future academic success.
5. Students 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 student 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 Students in GuidedPath Programs

A. Undergraduate students are required to maintain a cumulative GPA of 2.0 or higher. Graduate students are required to maintain a cumulative GPA of 3.0 or higher.

B. Grades Impacting Academic Standing

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 student's cumulative GPA.

C. Repeated Courses

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

F. Probation Due to GPA
   1. Criteria/Notification
      a. Students are placed on probation status when they fail to meet the minimum cumulative GPA requirement for their undergraduate or graduate coursework.
      b. Students 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 student's official academic record.
      c. Probation status cannot be appealed.
   2. Probation—stages one and two
      a. Students 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. Students 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. Students placed on probation stage three will have future course registrations cancelled and a registration hold placed on their record.
      b. Students placed on probation stage three must work with Academic Advising in developing a Student Support Plan (SSP) for their return to good academic standing and future academic success.
         i. Students must complete and submit the SSP to Academic Advising.
      c. Students placed on probation stage three will be required to have an Academic Advising-approved SSP before they are permitted to register for any future courses.
   4. Academic standing and SSP extensions

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

5. Reinstatement to good academic standing
    a. Students placed on probation status are removed from probation when their GPA meets the requirement for their undergraduate or graduate coursework.
    b. Students receive an email notification when they have been removed from probation status.
    c. A record of the notification will become part of the student's official academic record.

G. Dismissal
1. Criteria/Notification
   Students are dismissed from the university when they fail to meet the terms of the school-approved Student Support Plan (SSP) extension after probation stage three. Students 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
   Students have the option to appeal an administrative withdrawal or dismissal decision pursuant to section V of this policy.

H. Dismissal Appeals
1. Students must appeal a dismissal decision within seven calendar days of being sent notification of the decision.
2. Students must complete and submit the Academic Standing Appeal Form.
3. Students must include an explanation of the extenuating circumstances surrounding their dismissal and the impact the circumstances had on their academic progress. Students 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 student.
4. Students must indicate their plan for future academic success.
5. Students 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 student 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. Students who are enrolled in a FlexPath option are required to successfully complete every competency.
B. Assessing Academic Standing for FlexPath students
    1. Academic Standing is assessed at the end of each billing session.
    2. FlexPath students must meet the minimum performance level for the course level:
        a. Students 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. Students 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. Students 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. Students 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 student is enrolled in concurrent certificate programs, the student will also be administratively withdrawn from the FlexPath option for those programs.
    5. Students 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. Administrative Withdrawal Appeals
    1. FlexPath students must appeal an administrative withdrawal decision within 14 calendar days of being sent notification of the decision.
    2. Students must complete and submit the Academic Standing Appeal Form.
    3. Students must include an explanation of the extenuating circumstances surrounding their dismissal and the impact the circumstances had on their academic progress. Students 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 student.
    4. Students must indicate their plan for future academic success.
    5. Students 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 student 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.
D. Repeating Courses

    When repeating a course in the FlexPath option, the course in which the student 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 student's completion percentage, per university policy *3.01.05 Financial Aid Satisfactory Academic Progress.*

V. Recording Academic Standing
Probation, administrative withdrawal, and dismissal are official academic statuses. Dismissal is noted on the student'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

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Content previously contained in university policy 02.60 Satisfactory Academic Progress

University Policy 3.01.09 Degree and Certificate Conferral

Revised Policy Approval Date: September 8, 2023
Revised Policy Effective Date: October 1, 2023
Revised Procedure Approval Date: February 24, 2025
Revised Procedure Effective Date: April 1, 2025

POLICY STATEMENT

Capella University students 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 student is enrolled.

Commencement
Commencement is a voluntary ceremony that recognizes the conferral of a student'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 student's degree or certificate is formally issued by the university and made effective. The conferral date is noted on the student'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 student'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.

PROCEDURES

I. Degree and Certificate Conferral Requirements for All Students

A. Catalog of Record

1. Upon admission to Capella University, students are assigned their initial catalog of record, which corresponds to the catalog in effect during the quarter in which the student begins their academic program.
2. Students remain in their initial catalog while continuously enrolled or until they voluntarily change programs or catalogs. Students 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. When a student is administratively or voluntarily withdrawn from the university, they forfeit their original catalog program and associated requirements.

B. Students 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. Students are encouraged to contact Academic Advising should they have questions about their current catalog requirements.

C. Students 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.	Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's *University Catalog*. Students 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,	Only full courses will be accepted toward the 50% minimum.

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

***** Individual academic programs may have additional/greater credit residence requirements.

D. To qualify for conferral in their degree or certificate program, students 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 Students
   A. Upon completion of the last program requirement, the Admissions & Records Operations department will conduct a degree audit of the student's record.
   B. Upon confirmation that all degree or certificate program requirements have been met, the student 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 Students
   A. All students must receive official confirmation that their degree or certificate was awarded and must be invited before they may attend a commencement ceremony.
   B. Students who meet requirements after the RSVP deadline will be invited to attend a subsequent commencement ceremony.
   C. Students 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 student by the individual's official student name of record, unless the student requests otherwise and the request is approved. To request that an alternate name appear on a Capella University diploma, a student must contact Admissions & Records Operations. Such requests will be reviewed and approved or denied on a case-by-case basis.
   B. Students are granted one official diploma. Duplicate diplomas are available for a fee.

V. Capella University Transcripts
   A. The Capella University transcript is the student's official academic record at Capella University.
   B. Capella University will not modify a student's certificate- or degree-conferred transcript after a degree or certificate has been conferred. The student'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 students 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 Student Name of Record
University policy 4.03.01 Tuition and Fees
University Catalog
Dissertation Manual
Campus commencement pages

REVISION HISTORY

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University Policy 3.04.01 Academic Readiness

Revised Policy Approval Date: June 4, 2009
Revised Policy Effective Date: June 5, 2009
Revised Procedure Approval Date: February 23, 2026
Revised Procedure Effective Date: April 1, 2026

POLICY STATEMENT

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

RATIONALE

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

Undergraduate students 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.

DEFINITIONS

Administrative Withdrawal
Administrative withdrawal is a university-initiated separation of a student 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 refers to a program's designated initial course, which is designed to ensure students demonstrate sufficient academic readiness for subsequent Capella courses.

PROCEDURES

I. First Course Registration
   Students are registered for their required first course at the time of admission to their degree program. First course starts once a month, typically near the beginning of the month in both GuidedPath and FlexPath delivery models.

II. Successful Completion of First Course for All Students

A. Undergraduate students 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. Students 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. Students 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. Students 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. Students 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. Students 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 and Extensions*.
C. Students 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. Students 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. Students 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 Students
A. Students are responsible for meeting the guidelines of all university policies to be eligible to register for a second first course attempt.
B. Graduate students 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 students 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 students will be administratively withdrawn and must wait one calendar year or complete eight additional transferable quarter credits from another accredited institution before reapplying for admission.
D. Students who drop or withdraw from first course are allowed to register for first course at the beginning of a quarter at their discretion.

E. Students 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. Students register for their second first course attempt by contacting their academic coach.
G. Students who fail first course on their second attempt will be administratively withdrawn from the university.
H. Undergraduate students 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 or registration in non-degree courses at Capella University.
I. Students may appeal an administrative withdrawal pursuant to section VI.

V. Second First Course Attempt for FlexPath Students
A. FlexPath students are responsible for meeting the guidelines of all university policies to be eligible to register for a second first course attempt.
B. Undergraduate FlexPath students who fail first course on their initial attempt must request and obtain faculty approval for a second attempt from their school. If the school denies a second attempt at first course, undergraduate students will be administratively withdrawn and must wait one calendar year or complete eight additional transferable quarter credits from another accredited institution before reapplying for admission. If the school approves a second attempt, the student will be registered for first course at the start of a subsequent month.
C. Graduate students 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.
D. FlexPath students who drop or withdraw from first course are allowed to register for first course at the start of a subsequent month.
E. FlexPath students 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 students register for their second first course attempt by contacting their academic coach.
G. FlexPath students 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 students 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 or registration in non-degree courses at Capella University.
I. Students may appeal an administrative withdrawal pursuant to section VI.

VI. Administrative Withdrawal Appeal Due to Extenuating Circumstances for All Students
A. Within seven calendar days of the administrative withdrawal notice being sent to the student, the student may appeal the administrative withdrawal decision due to extenuating circumstances occurring during the quarter or billing session they made a second unsuccessful attempt at first course.
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 student; for example, a death certificate, a letter from the student's supervisor, or a letter from the student's physician must accompany the request.
C. Students 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 student may register only for first course. Students will not be allowed to register for any additional courses or continue their program until they successfully complete first course.
E. Students whose appeal is granted but fail an additional first course attempt are subject to the same outcomes and impacts as students who failed first course on their second attempt, and the student is not entitled to any further appeals.
F. 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 and Extensions

REVISION HISTORY
Original Policy Approval Date: January 1, 2006
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Formerly university policy 02.055 Academic Readiness

University Policy 3.04.07 Grading

Revised Policy Approval Date: December 19, 2006
Revised Policy Effective Date: April 1, 2007
Revised Procedure Approval Date: July 8, 2020
Revised 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 student 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 student 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.

DEFINITIONS

Competency

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 student's transcript.

PROCEDURES

I. Matters Affecting Demonstration of Competencies for All Students
   Capella University's grades and competency evaluations reflect the degree to which the student 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 student's grade or evaluation.
   A. Students 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 student 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*, students may choose to be graded on a Satisfactory/Not Satisfactory ("S"/"NS") grading scale. Students 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 student'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 student'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 student'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 student'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 students who had been assigned a grade of "I" but did not meet all of the course requirements by the end of the following quarter. Students 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 student'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 student's GPA. It counts toward attempted credits but not earned credits. When the student completes the final necessary coursework prior to the stated deadline, the student 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 student 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 student 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 student'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 student has received approval to be graded on the "S"/"NS" scale. It is also used for students 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 student'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 student 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 student's GPA. It counts toward attempted credits but not earned credits. When the student satisfactorily completes the final necessary coursework by the stated deadline, the student will receive a final grade of "S." If the final coursework is not completed by the stated deadline, the student 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 student is currently registered and actively participating. A grade of "IP" does not earn quality points and is not included in the student's GPA. It counts toward attempted credits but not earned credits. When a student completes, or fails to complete, all course requirements, the student 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 student'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 student's GPA. It counts toward attempted credits but not earned credits.
- **A grade of "W" (Withdrawal)** is assigned when a student drops a course prior to the final date students 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 student's GPA. It counts toward attempted credits but not earned credits.
- **A grade of "MW" (Military Withdrawal)** is assigned when a military student drops a course after census but prior to the final date students may drop courses without academic consequences. A grade of "MW" does not earn quality points and is not included in the student's GPA. It does not count toward attempted credits or earned credits.

- **A grade of "PC" (Petition for Credit)** is assigned when a student 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 student'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 student'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 student'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 student'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 student's GPA. They count toward attempted credits but not earned credits. The grade "VR" was assigned to residency courses for which students met attendance requirements prior to October 1, 2006. A "VR" grade does not earn quality points and is not included in the student'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 student'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, students 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. Students 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. Students 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. Students enrolled in programs in the FlexPath format receive competency evaluations in lieu of traditional letter grades. Competency evaluation performance is reflected on the student's official transcript.
B. FlexPath students 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 student 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
    Students 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.

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 3.04.08 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 Student Disability Accommodations
University policy 4.02.04 Discrimination, Harassment, and Assault

REVISION HISTORY
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University Policy 3.04.11 — Transfer Credit and Credit for Prior Learning

Policy Approval Date: March 11, 2011
Policy Effective Date: July 1, 2011
Revised Procedure Approval Date: October 24, 2022
Revised 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 students 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, students 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 student'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. Students 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.

Official Start Date
A student's official start date in their program is based on the start date they selected on their application and is reflected as the start of their first course in the student information system. A student may elect to change their start date if they have not participated, and this new official start date will be reflected in the student information system.

PROCEDURES

I. Transfer Credit Requirements for All Students
   A. To be considered for transfer credit, coursework must have been completed at an academic institution or program that was accredited prior to the student's withdrawal from the institution. Transfer credit will be considered if an institution or program had provisional accreditation at the time the student 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. Students 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 Students
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 Students

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 Students

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. Students 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. Students considering such changes should refer to university policy *2.02.07 Changing Academic Program*.
2. Students who make a change will have their previously awarded transfer credit re-evaluated and, if necessary, an advising team that specializes in the student's new degree program will be assigned. The advising team will assist the student in completing a new academic plan.

IV. Appeal of Transfer Credit Evaluation for All Students

A. Students and applicants have the right to appeal their transfer credit evaluation.
   1. To appeal the results of the transfer credit evaluation, applicants or students 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. Students 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 student 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 Students

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

VI. External Learning Assessments for All Students

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
      I. 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
      Students 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. Students 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 Students

A. CPL is a process by which students demonstrate that they have mastered the competencies of one or more specific Capella courses. If mastery of the course competencies is successfully demonstrated, students 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 Students
   Capella currently awards credit for prior learning for a limited number of courses at the bachelor's and master's levels. Students should refer to the Credit for Prior Learning Center located on Campus. Students 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 student 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 student.

E. CPL Request Timing
   All students 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. Students 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 Students

A. All transfer and prior learning credits must be completed prior to a student's official start date 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 students are only eligible to have courses evaluated and receive transfer credit within 12 weeks of starting their first FlexPath course.
2. FlexPath students 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 students are only eligible to submit certifications for CPL within 12 weeks of starting their first FlexPath course.
2. Students 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
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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 Student Records and Work Products

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

POLICY STATEMENT

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

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

Student work products are not maintained indefinitely by Capella University. Capella University encourages students to retain and back up student work products and grading records while pursuing their program. Advanced doctoral students 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 student 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.

Student Work Products

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

PROCEDURES

I. Student Work Product Retention
   A. Students 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 students are required to retain dissertation or doctoral capstone research records according to Capella University's Research Integrity Standard Operating Procedures.
   C. Faculty keep all student work products in Capella courserooms and systems for the duration of the course.
   D. Students have access to courserooms for the duration of their course. Students may also access their course for up to one additional quarter after course completion.

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

POLICY OWNERS
Academic Owner: Registrar, University General Counsel
Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS
University policy 3.01.09 Degree and Certificate Conferral
University policy 3.03.01 Human Research Protections

REVISION HISTORY
Original Policy Approval Date: August 2, 2004
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Formerly university policy 04.03 Retention of Learner Records

University Policy 4.02.02 Student Code of Conduct

Revised Policy Approval Date: September 23, 2011
Revised Policy Effective Date: October 1, 2011
Revised Procedure Approval Date: June 6, 2022
Revised Procedure Effective Date: July 1, 2022

POLICY STATEMENT

Capella University students are expected to conduct themselves in a manner guided by respect, collegiality, honesty, and ethical behavior as part of their academic development. Student 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 student 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 student code of conduct.

Dishonesty

Dishonesty is intentionally providing false information or forging, altering, or falsifying university documents. Students 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 student from the university and is noted on the student's official academic transcript.

Disrespect

Disrespect is harassing, threatening, or embarrassing others. Students 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. Students are expected to behave in an appropriate manner and treat other students 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:

- Threatening or belligerent language, posturing, physical acts, or gestures
- Vulgar or offensive language or gestures
- Bullying or cyber-bullying
- Disturbance of public peace
- Lewd or indecent language or behavior
- Inciting others to engage in disruptive conduct
- 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

Document forgery 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 a disciplinary action that may result from prohibited conduct. Sanctions imposed by Capella University may include:

- Non-acceptance of work submitted
- Failing an assignment
- Lowering a grade for a course
- Failing a course

- Formal written warning
- Mandated remedial activity
- Suspension from the university
- Dismissal from a program
- Dismissal from the university
- Cancellation of previously awarded academic credit or a degree or certificate credential. Revocation of conferred credentials requires action by the Capella University Board of Trustees.

This list of possible sanctions is neither progressive nor exhaustive, and Capella University reserves the right to assess sanctions on a case-by-case basis. Disciplinary action of Capella employees based upon their acts or omissions as an employee shall be determined by the Human Resources department.

Summary Suspension

Summary suspension is the immediate suspension of a student. Summary suspension is a temporary status during which a student is denied access to the courseroom and prohibited from engaging in identified university activities while an evaluation of alleged prohibited conduct is being completed.

Suspension

Suspension is a university-initiated temporary status during which a student 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 students 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 student 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 student to notify them of the alleged prohibited conduct and provide access to any relevant university policies.
B. The student 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 student of the decision.
    1. If no further action is required, the operations owner will notify the student via email of the decision and indicate that the matter is resolved.
    2. If further action is required, the operations owner will notify the student 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 student's official academic record.
F. The student 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 student, 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 student's alleged prohibited conduct may be referred to the panel for further review; and
        c. Upon a student'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 student'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 student, 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 student 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 student'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 student'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 student will have an opportunity to complete the missed coursework within 10 calendar days of returning to the courseroom, without penalty.
2. If the student 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 student 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 student'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 student; a student 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 student 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 student 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 student 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 student'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 student will return to their status previous to the summary suspension.
    a. In this instance, the student will have an opportunity to complete the missed coursework within 10 calendar days of returning to the courseroom without penalty.

b. If the student 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 student 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 students 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 Student 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

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University Policy 4.02.03 Student Grievance

Revised Policy Approval Date: July 24, 2009
Revised Policy Effective Date: August 1, 2009
Revised Procedure Approval Date: March 23, 2026
Revised Procedure Effective Date: April 1, 2026

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 students will not be subject to unfair actions as a result of their initiation of a grievance proceeding.

RATIONALE

Capella University strives to provide students 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.

DEFINITIONS

Faculty

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 based on specific facts that there has been a misinterpretation, misapplication, 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 Student Code of Conduct*. The intent of the grievance process is to resolve a complaint by informal and, if necessary, formal means.

Independent Review Panel (IRP)

An independent review panel is a formal body to which all student grievances are referred during the formal resolution process. The IRP is appointed by the Office of Academic and Community Standards.

Student

A student is someone who is enrolled in a degree or certificate program or is enrolled as a course student 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 student). 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 applies to student grievances not covered by another policy. Personnel matters occurring outside of the academic experience do not fall under this policy. Matters that are covered by another university policy, or that have received a final decision under another university policy, also do not fall under this policy. This includes, but is not limited to, the following matters:

- Doctoral students appealing for additional time (*2.01.02 Maximum Time to Degree Completion*)
- Appealing a denied late course withdrawal (*2.02.02 Course Registration*)
- Appealing administrative withdrawal due to background check results (*2.02.11 Background Checks*)
- Appealing an academic dishonesty determination (*3.01.01 Academic Integrity and Honesty*)
- Appealing administrative withdrawal for academic standing (*3.01.04 Academic Standing*)
- Appealing financial aid ineligibility (*3.01.05 Financial Aid Satisfactory Academic Progress*)
- Appealing an Institutional Review Board decision (*3.03.01 Human Research Protections*)
- Appealing a research misconduct determination (*3.03.06 Research Misconduct*)
- Appealing administrative withdrawal for academic readiness (*3.04.01 Academic Readiness*)
- Appealing denial of an Incomplete ("I") grade (*3.04.08 Incomplete Grades and Extensions*)
- Appealing a grade/grade grievance (*3.04.09 Appealing a Grade*)
- Appealing a transfer credit evaluation (*3.04.11 Transfer Credit and Credit for Prior Learning*)
- Appealing a disability accommodation (*4.02.01 Student Disability Accommodations*)
- Students' grievances against other students (*4.02.02 Student Code of Conduct*)
- Claims of harassment and/or discrimination (*4.02.04 Discrimination, Harassment, and Assault*)
- Claims of sexual harassment (*4.02.09 Sexual Harassment*)

II. Initial Informal Resolution Process

A. Before filing a formal, written grievance, the aggrieved party is expected to have made a good faith effort to resolve the grievance. This represents an effort to achieve a fair and reasonable resolution of the grievance by informal means verbally or by written contact.

B. The aggrieved party may contact the Office of Academic and Community Standards for assistance in the informal 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 an independent review panel (IRP).

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 IRP 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 IRP will convene to review the materials and issue a decision as soon as practicable.
   1. The IRP will investigate all evidence supporting and/or refuting the grievance, and any further issues surrounding the grievance.
   2. The IRP 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 IRP will issue a decision and set forth a resolution to be implemented.
   4. The IRP designee will report the IRP's decision to all involved parties as soon as practicable. A record of the IRP's decision will become part of the student's official academic record.
   5. Both parties have the right to appeal the IRP's decision, as described in section IV.

IV. Formal Appeal Process

If either party chooses to appeal the independent review panel's (IRP) 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 IRP'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 IRP 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 IRP, b) reverse the findings of the IRP, c) direct the IRP 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 IRP, 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 student'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 Students Seeking Resolution Through the Minnesota Office of Higher Education
   In some circumstances, students 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. Students in the following states should contact their states' higher education regulatory authorities.
B. For California Students
   If a complaint cannot be resolved after exhausting the institution's student grievance procedure, a student 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 Students

If a complaint cannot be resolved after exhausting the institution's student grievance procedure, Florida students may file complaints with the Florida Commission for Independent Education: 325 W. Gaines St., Suite 1414, Tallahassee, FL 32399; 888.224.6684. Students must contact the commission for further details.

D. For Georgia Students
If the complaint cannot be resolved after exhausting the institution's student grievance procedure, the student 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 Students
If a complaint cannot be resolved after exhausting the institution's student grievance procedure, the student 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 students 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 2.02.11 Background Checks
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 3.03.01 Human Research Protections
University policy 3.03.06 Research Misconduct
University policy 3.04.01 Academic Readiness
University policy 3.04.08 Incomplete Grades and Extensions
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 Student Disability Accommodations
University policy 4.02.02 Student Code of Conduct
University policy 4.02.04 Discrimination, Harassment, and Assault
University policy 4.02.09 Sexual Harassment
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; 4-1-26

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; 4-1-25

University Policy 4.03.01 Tuition and Fees

Revised Policy Approval Date: January 11, 2007
Revised Policy Effective Date: April 1, 2007
Revised Procedure Approval Date: April 1, 2024
Revised 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. Students 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. Students 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. Students pay tuition for each residency they attend.
         b. Students are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies.
      2. Residency cancellation fee
         a. Students 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. Students 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 students, 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 students, tuition charges are due the first day of the billing session if the student is enrolled in a course. If the student is not enrolled in a course at the start of a new billing session, tuition charges are due when the student 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 students' current and outstanding tuition and fees. Non-financial aid refunds will only be issued to students 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 students 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 student's account.
2. A fee will be charged for each check or e-check that is returned, reversed, or stopped payment.

G. For California Students 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. Students receiving employer tuition assistance must arrange for payment to Capella prior to the start of their course(s).
2. This policy does not affect students receiving veterans or vocational rehabilitation assistance, active armed forces students, or students 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 student’s employer or third party as a condition of reimbursement.

Students 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 student 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. Students may be eligible for an affiliation tuition discount due to an arrangement between Capella University and the student'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 student'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 students offered a tuition discount prior to and after applying the discount.
6. Students must maintain the applicable affiliation in order to continue to receive the discount. Students may be subject to yearly verification of their affiliation.
7. If a student qualifies for more than one affiliation discount, the most favorable discount to the student applies.
8. If the student 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. Students 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 students with an outstanding balance may be placed on SBOH.
B. FlexPath students 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, students 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 students.
E. Students who do not pay their outstanding account balance while on SBOH may be administratively withdrawn from the university.
F. Students 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

Students 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
Students 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 students 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; 4-1-25; 10-6-25

University Policy 4.03.02 Tuition and Fee Refunds

Revised Policy Approval Date: January 30, 2007
Revised Policy Effective Date: April 1, 2007
Revised Procedure Approval Date: July 2, 2015
Revised 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 Students
   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. Students 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 student 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. Students 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. Students 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
      Students 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 students 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
      Students 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 students will adhere to the following refund schedule.
      1. FlexPath students 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 students 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 students in their second or a later session will not be eligible for subscription tuition refunds.
   C. Program Changes in FlexPath
      FlexPath students making a change to their program may be eligible for a prorated tuition refund based on the date of the change of academic program. Students 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; 4-1-25
Formerly university policy 04.46 Tuition Refunds

Academic Calendars

2026 Holiday Schedule

Capella will observe the following holiday schedule in 2026. The office switchboard will be closed on the following dates:

New Year's Day Thursday, January 1, 2026

Martin Luther King Jr. Day Monday, January 19, 2026

Memorial Day Monday, May 25, 2026

Juneteenth Friday, June 19, 2026

Independence Day Friday, July 3, 2026

Labor Day Monday, September 7, 2026

Thanksgiving Day Thursday, November 26, 2026

Day after Thanksgiving Friday, November 27, 2026

Christmas Day Friday, December 25, 2026

Academic Calendar Winter and Spring 2026

Winter Quarter 2026					
Registration Dates		**January**	**February**	**Mid-February**	**March**
Registration begins **(1:00 am CST)**		10-28-25	10-28-25	10-28-25	10-28-25
Registration ends **(11:59 pm CST)**		01-14-26	02-11-26	02-18-26	03-11-26
Course Dates		**January**	**February**	**Mid-February**	**March**
Access to courses **(by 5:00 pm CST)**		01-09-26	02-06-26	02-13-26	03-06-26
Courses begin **(8:00 am CST)**		01-12-26	02-09-26	02-16-26	03-09-26
Last day to drop with 100% refund **(by 11:59 pm CST)**		01-16-26	02-13-26	02-20-26	03-13-26
Last day to drop with 75% refund **(by 11:59 pm CST)**		01-23-26	02-20-26	02-27-26	03-20-26
Last day to drop without a grade **(by 11:59 pm CST)**		01-23-26	02-20-26	02-27-26	03-20-26
Last day to drop with a "W" grade **(by 11:59 pm CST)**	10-Week Courses	03-02-26	03-30-26		04-27-26
	5-Week Courses	02-05-26		03-12-26	
Courses end **(by 11:59 pm CST)**	10-Week Courses	03-20-26	04-17-26		05-15-26
	5-Week Courses	02-13-26		03-20-26	
Grading		**January**	**February**	**Mid-February**	**March**
Online Grading opens	10-Week Courses	03-21-26	04-18-26		05-16-26
	5-Week Courses	02-14-26		03-21-26	
Online Grading ends	10-Week Courses	03-29-26	04-26-26		05-24-26
	5-Week Courses	02-22-26		03-29-26	

Spring Quarter 2026					
Registration Dates		**April**	**May**	**Mid-May**	**June**
Registration begins **(1:00 am CST)**		02-03-26	02-03-26	02-03-26	02-03-26
Registration ends **(11:59 pm CST)**		04-15-26	05-13-26	05-20-26	06-10-26
Course Dates		**April**	**May**	**Mid-May**	**June**
Access to courses **(by 5:00 pm CST)**		04-10-26	05-08-26	05-15-26	06-05-26
Courses begin **(8:00 am CST)**		04-13-26	05-11-26	05-18-26	06-08-26
Last day to drop with 100% refund **(by 11:59 pm CST)**		04-17-26	05-15-26	05-22-26	06-12-26
Last day to drop with 75% refund **(by 11:59 pm CST)**		04-24-26	05-22-26	05-29-26	06-19-26
Last day to drop without a grade **(by 11:59 pm CST)**		04-24-26	05-22-26	05-29-26	06-19-26
Last day to drop with a "W" grade **(by 11:59 pm CST)**	10-Week Courses	06-01-26	06-29-26		07-27-26
	5-Week Courses	05-07-26		06-11-26	
Courses end **(by 11:59 pm CST)**	10-Week Courses	06-19-26	07-17-26		08-14-26
	5-Week Courses	05-15-26		06-19-26	
Grading		**April**	**May**	**Mid-May**	**June**
Online Grading opens	10-Week Courses	06-20-26	07-18-26		08-15-26
	5-Week Courses	05-16-26		06-20-26	
Online Grading closes	10-Week Courses	06-28-26	07-26-26		08-23-26
	5-Week Courses	05-24-26		06-28-26	

Academic Calendar Summer and Fall 2026

Summer Quarter 2026					
Registration Dates		**July**	**August**	**Mid-August**	**September**
Registration begins **(1:00 am CST)**		05-05-26	05-05-26	05-05-26	05-05-26
Registration ends **(11:59 pm CST)**		07-15-26	08-12-26	08-19-26	09-16-26
Course Dates		**July**	**August**	**Mid-August**	**September**
Access to courses **(by 5:00 pm CST)**		07-10-26	08-07-26	08-14-26	09-11-26
Courses begin **(8:00 am CST)**		07-13-26	08-10-26	08-17-26	09-14-26
Last day to drop with 100% refund **(by 11:59 pm CST)**		07-17-26	08-14-26	08-21-26	09-18-26
Last day to drop with 75% refund **(by 11:59 pm CST)**		07-24-26	08-21-26	08-28-26	09-25-26
Last day to drop without a grade **(by 11:59 pm CST)**		07-24-26	08-21-26	08-28-26	09-25-26
Last day to drop with a "W" grade **(by 11:59 pm CST)**	10-Week Courses	08-31-26	09-28-26		11-02-26
	5-Week Courses	08-06-26		09-10-26	
Courses end **(by 11:59 pm CST)**	10-Week Courses	09-18-26	10-16-26		11-20-26
	5-Week Courses	08-14-26		09-18-26	
Grading		**July**	**August**	**Mid-August**	**September**
Online Grading opens	10-Week Courses	09-19-26	10-17-26		11-21-26
	5-Week Courses	08-15-26		09-19-26	
Online Grading ends	10-Week Courses	09-27-26	10-25-26		11-29-26
	5-Week Courses	08-23-26		09-27-26	

Fall Quarter 2026					
Registration Dates		**October**	**November**	**Mid-November**	**December**
Registration begins **(1:00 am CST)**		08-04-26	08-04-26	08-04-26	08-04-26
Registration ends **(11:59 pm CST)**		10-14-26	11-11-26	11-18-26	12-09-26
Course Dates		**October**	**November**	**Mid-November**	**December**
Access to courses **(by 5:00 pm CST)**		10-09-26	11-06-26	11-13-26	12-04-26
Courses begin **(8:00 am CST)**		10-12-26	11-09-26	11-16-26	12-07-26
Last day to drop with 100% refund **(by 11:59 pm CST)**		10-16-26	11-13-26	11-20-26	12-11-26
Last day to drop with 75% refund **(by 11:59 pm CST)**		10-23-26	11-20-26	11-27-26	12-18-26
Last day to drop without a grade **(by 11:59 pm CST)**		10-23-26	11-20-26	11-27-26	12-18-26
Last day to drop with a "W" grade **(by 11:59 pm CST)**	10-Week Courses	11-30-26	12-28-26		01-25-27
	5-Week Courses	11-05-26		12-10-26	
Courses end **(by 11:59 pm CST)**	10-Week Courses	12-18-26	01-15-27		02-12-27
	5-Week Courses	11-13-26		12-18-26	
Grading		**October**	**November**	**Mid-November**	**December**
Online Grading opens	10-Week Courses	12-19-26	01-16-27		02-13-27
	5-Week Courses	11-14-26		12-19-26	
Online Grading closes	10-Week Courses	12-27-26	01-24-27		02-21-27
	5-Week Courses	11-22-26		12-27-26	

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 students 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 student has a passing grade, the student 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 student 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 2026

	January 2026	**February 2026**	**March 2026**	**April 2026**	**May 2026**	**June 2026**
Monthly Start Dates and Deadlines	**Jan 12**	**Feb 9**	**Mar 9**	**April 13**	**May 11**	**June 8**
Courses Begin **(8:00 am Central Time)**	01-12-26	02-09-26	03-09-26	04-13-26	05-11-26	06-08-26
Last Day to Drop Without a Transcript Record of the Course **(by 11:59 pm Central Time)**	01-23-26	02-20-26	03-20-26	04-24-26	05-22-26	06-19-26
Last Day to Drop With a "W" **(by 11:59 pm Central Time)**	03-13-26	04-10-26	05-08-26	06-12-26	07-10-26	08-07-26
Course End Date (last date to submit assessment(s)) **(by 5:00 pm Central Time)**	04-05-26	05-03-26	05-31-26	07-05-26	08-02-26	08-30-26
Competency Scores Posted Date (when a student hasn't used the course completion button to end the course)	04-10-26	05-08-26	06-05-26	07-10-26	08-07-26	09-04-26

FlexPath Academic Calendar Summer and Fall 2026

	July 2026	August 2026	September 2026	October 2026	November 2026	December 2026
Monthly Start Dates and Deadlines	**July 13**	**Aug 10**	**Sept 14**	**Oct 12**	**Nov 09**	**Dec 07**
Courses Begin **(8:00 am Central Time)**	07-13-26	08-10-26	09-14-26	10-12-26	11-09-26	12-07-26
Last Day to Drop Without a Transcript Record of the Course **(by 11:59 pm Central Time)**	07-24-26	08-21-26	09-25-26	10-23-26	11-20-26	12-18-26
Last Day to Drop With a "W" **(by 11:59 pm Central Time)**	09-11-26	10-09-26	11-13-26	12-11-26	01-08-27	02-05-27
Course End Date (last date to submit assessment(s)) **(by 5:00 pm Central Time)**	10-04-26	11-01-26	12-06-26	01-03-27	01-31-27	02-28-27
Competency Scores Posted Date (when a student hasn't used the course completion button to end the course)	10-09-26	11-06-26	12-11-26	01-08-27	02-05-27	03-05-27

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	$375		
	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 Computer Science	$350	$175			$350/$700/$1,050/$1,400/$1,750/ $2,100/$2,450/$2,575†	$30,000¶
Bachelor of Science (BS) in Information Technology	$350	$175			$350/$700/$1,050/$1,400/$1,750/ $2,100/$2,450/$2,575†	$30,000¶
Doctor of Business Administration (DBA)	$800	$175			$800/$1,600/$2,400/$3,200/ $4,000/$4,800/$4,850‡	$45,000¶
Doctor of Information Technology (DIT)	$800	$175			$800/$1,600/$2,400/$3,200/ $4,000/$4,800/$4,850‡	$45,000¶
Master of Business Administration (MBA)	$855	$175				
Master of Science (MS) in Analytics	$735	$175				
Master of Science (MS) in Human Resource Management	$770	$175				

Graduate Certificate in Human Resource Management*	$770	$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	$735	$175				
Master of Science (MS) in Cybersecurity and Applied AI	$735	$175				
Master of Science (MS) in Information Technology	$735	$175				
Bachelor of Science (BS) in Health Care Administration		$125	$400	$375		
Doctor of Health Administration (DHA)	$820	$175				$48,000¶
Master of Health Administration (MHA)	$565	$125				
	Tuition (Per 12-Week Session)	**Resource Kit (Per 12-Week Session)**				
Bachelor of Science (BS) in Business, FlexPath option	$2,575	$125				

Bachelor of Science (BS) in Computer Science, FlexPath option	$2,575	$125				$30,000¶
Bachelor of Science (BS) in Information Technology, FlexPath option	$2,575	$125				$30,000¶
Doctor of Business Administration (DBA), FlexPath option	$3,400	$175				$45,000¶
Master of Business Administration (MBA), FlexPath option	$3,035	$175				
Master of Science (MS) in Human Resource Management, FlexPath option	$2,755	$175				
Bachelor of Science (BS) in Health Care Administration, FlexPath option	$2,575	$125				
Master of Health Administration (MHA), FlexPath option	$2,640	$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 students enrolled in the BS in Computer Science or BS in Information Technology degree programs: $350 for students registered in 1 quarter credit; $700 for students

registered in 2 quarter credits; $1,050 for students registered in 3 quarter credits; $1,400 for students registered in 4 quarter credits; $1,750 for students registered in 5 quarter credits; $2,100 for students registered in 6 quarter credits, $2,450 for students registered in 7 quarter credits, and $2,575 for students registered in 8 or more quarter credits.

‡ The quarterly capped tuition rates are as follows for students enrolled in the Doctor of Business Administration (DBA) or Doctor of Technology (DIT) degree programs: $800 for students registered in 1 quarter credit; $1,600 for students registered in 2 quarter credits; $2,400 for students registered in 3 quarter credits; $3,200 for students registered in 4 quarter credits; $4,000 for students registered in 5 quarter credits; $4,800 for students registered in 6 quarter credits; and $4,850 for students registered in 7 or more quarter credits.

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

¶ Students may be eligible for the Program Tuition Cap if they are a new student 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)	Quarterly Capped Price	Program Tuition Cap	Quarterly Tuition (Comprehensive Examination and Dissertation)
Bachelor of Science in Nursing (BSN)		$125	$400	$375			
Doctor of Emergency Management (DEM)	$715	$175					
Doctor of Philosophy (PhD) in Criminal Justice	$710	$175					
Doctor of Philosophy (PhD) in Emergency Management	$710	$175					
Doctor of Philosophy (PhD) in Human Services	$700	$175					$2,780
Doctor of Public Administration (DPA)	$715	$175					
Doctor of Public Health (DrPH)	$805	$175				$48,000†	
Master of Public Administration (MPA)	$545	$150					
Master of Public Health (MPH)	$530	$125					
Graduate Certificate in Public Health*	$530	$125					
Doctor of Nursing Practice (DNP)	$850	$175				$32,000†	
Master of Science in Nursing (MSN)	$465	$125					

Master of Science in Nursing (MSN), Adult-Gerontology Primary Care Nurse Practitioner	$595	$200					
Master of Science in Nursing (MSN), Family Nurse Practitioner	$595	$200					
Master of Science in Nursing (MSN), in Psychiatric Mental Health Nurse Practitioner	$595	$200					
Graduate Certificate in Care Coordination*	$465	$125					
Graduate Certificate in Nursing Informatics*	$465	$125					
Graduate Certificate in Nursing Leadership*	$465	$125					
Post-Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner	$595	$200					
Post-Master's Certificate in Family Nurse Practitioner	$595	$200					
Post-Master's Certificate in Nursing - Psychiatric Mental Health Practitioner	$595	$200					

	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)	Program Tuition Cap				
Bachelor of Science in Nursing (BSN), FlexPath option	$3,530	$125					
Master of Science in Nursing (MSN), FlexPath option	$2,985	$125					
Doctor of Nursing Practice (DNP), FlexPath option	$3,480	$175	$32,000†				

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

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

† Students may be eligible for the Program Tuition Cap if they are a new student 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 Behavioral Sciences

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Program Tuition Cap
Doctor of Education (EdD)	$805	$175	$32,000¶
Master of Science (MS) in Addiction Studies†	$565	$175	
Master of Science (MS) in Education	$495	$150	$12,000¶
Master of Science (MS) in Marriage and Family Counseling/Therapy†	$525	$175	
Master of Science (MS) in Marriage and Family Therapy†	$525	$175	
Master of Science (MS) in Clinical Mental Health Counseling†	$525	$175	
Master of Science (MS) in School Counseling†	$525	$175	
Master of Social Work (MSW) — Advanced Standing	$540	$150	
Master of Social Work (MSW)	$540	$150	
Graduate Certificate in Contemporary Theory in Couple Family Services*	$525	$175	
Graduate Certificate in Counseling, Contemporary Theory in Addictive Behavior*	$525	$175	
Graduate Certificate in Counseling, Contemporary Theory in Mental Health Services*	$525	$175	
Graduate Certificate in Counseling, Contemporary Theory in School-Based Services*	$525	$175	
Graduate Certificate in Counseling, Systemic Couple and Family Therapy*	$525	$175	
Graduate Certificate in Play Therapy*	$540	$160	

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Quarterly Capped Price	Program Tuition Cap
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 Philosophy (PhD) in Advanced Studies in Human Behavior[†]	$975	$175	$975/$1,950/$2,925/$3,900/$4,875/$4,900[§]	
Doctor of Social Work (DSW)	$1,020	$175	$1,020/$2,040/$3,060/$4,080/$4,385[‖]	$45,000[¶]

	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	$375
Bachelor of Science (BS) in Psychology Pre-Counseling Program		$150	$415	$375
Bachelor of Science (BS) in Psychology Pre-Counseling and Therapy Program		$150	$415	$375
	Tuition (Per 12-Week Session)	**Resource Kit (Per 12-Week Session)**		
Bachelor of Science (BS) in Psychology, FlexPath option	$2,575	$125		

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Quarterly Tuition (Comprehensive Examination and Dissertation)	Program Tuition Cap
Doctor of Philosophy (PhD) in Behavior Analysis†	$580	$175	$2,780	$48,000¶
Doctor of Philosophy (PhD) in Psychology†	$580	$175	$2,780	$48,000¶
Doctor of Psychology (PsyD) in Clinical Psychology†	$555	$175	$2,780	$80,000¶
Education Specialist (EdS) in School Psychology†	$540	$175		
Master of Science (MS) in Applied Behavior Analysis	$540	$160		
Master of Science (MS) in Clinical Psychology†	$525	$160		
Master of Science (MS) in Psychology	$540	$160		
Master of Science (MS) in School Psychology†	$540	$160		
Graduate Certificate in Applied Behavior Analysis*	$540	$160		
Graduate Certificate in Psychology*	$540	$160		

	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)	Program Tuition Cap
Doctor of Education (EdD), FlexPath option	$3,400	$175	$32,000¶
Master of Science (MS) in Psychology, FlexPath option	$3,075	$160	

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

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

† Students 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 students enrolled in the Bachelor of Social Work (BSW) degree program: $350 for students registered in 1 quarter credit; $700 for students registered in 2 quarter credits; $1,050 for students registered in 3 quarter credits; $1,400 for students registered in 4 quarter credits; $1,750 for students registered in 5 quarter credits; $2,100 for students registered for 6 quarter credits; $2,450 for students registered in 7 quarter credits; and $2,500 for students registered in 8 or more quarter credits.

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

‖ The quarterly capped tuition rates are as follows for students enrolled in the Doctor of Social Work (DSW) degree program: $1,020 for students registered in 1 quarter credit; $2,040 for students registered in 2 quarter credits; $3,060 for students registered in 3 quarter credits; $4,080 for students registered in 4 quarter credits; and $4,385 for students registered in 5 or more quarter credits.

¶ Students may be eligible for the Program Tuition Cap if they are a new student 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.

Undergraduate and Graduate Programs

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Office of Undergraduate Studies

Division of Arts and Sciences

Essential Undergraduate Learning Outcomes

Intercultural Competence: Students will demonstrate the ability to engage effectively in a local and global society and apply civic knowledge to real-world situations.

Ethics: Students 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: Students will make personal and professional decisions and develop self-awareness by understanding personal strengths and limitations.

Relationship Building: Students will demonstrate the teamwork skills necessary to effectively work with others, establish new networks, and cultivate existing networks.

Problem Solving: Students will identify and frame problems, explore big questions and ideas, and create effective, ethical, and evidence-based solutions.

Critical Thinking: Students will develop the thinking skills necessary to think independently, initiate action, integrate differing points of view, and develop a process of reasoning.

Innovative Thinking: Students will develop the creative thinking skills necessary to create innovative solutions and the agility to embrace and adapt to change.

Quantitative Reasoning: Students will apply basic mathematical skills to interpret quantitative information in a results-driven context.

Scientific and Evidence-Based Inquiry: Students 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: Students will apply inquiry and analysis skills to the ability to locate, analyze, and use knowledge and resources appropriately. Students will act ethically by providing credit to original authors and sources.

Communication: Students 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: Students 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 student'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 students 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 students 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 students 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 students develop an understanding of the scientific methods used to study human behavior and interaction and acquire knowledge of the predominant social science theories.

A Message from the Dean of the Division of Arts and Sciences

Sara Drake, PhD
Assistant Dean of the Office of Undergraduate Studies

Welcome to the Division of Arts and Sciences! We are so happy to have you here. Our faculty are committed to providing a broad education that equips you with practical 21st-century skills grounded in the foundational knowledge of various disciplines.

Our general education courses are designed to encourage critical thinking, creativity, and effective communication. This will prepare you to excel in an ever-evolving world. Whether you are exploring the humanities, social sciences, natural sciences, or mathematics, you will see how our classes connect to real-world situations.

As you start this journey, I encourage you to use all the resources and opportunities we offer. Talk to your professors, work with your classmates, and join in the rich array of activities we have. Your time here will be full of opportunities and discoveries that will help shape your future.

Once again, welcome to the Division of Arts and Sciences. I look forward to seeing all the amazing things you will achieve.

Sara Drake, PhD
Assistant Dean of the Office of Undergraduate Studies

General Education Courses

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
COM1650	Presenting in Virtual Spaces	6
COM2200	Social Media Communication	6
COM2300	Visual Communication	6
ENG1010	Essential English with AI Tools	6
ENG1110	English Composition and Editing	6
ENG2100	Digital Writing	6

Humanities

ART1000	Understanding the Art Around Us	6
HUM1350	Culture, Continuity, and Change	6
LIT3000	Tales That Changed the World	6
MUSC2000	Fundamentals of Music with Practical Applications	6
PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3
PHI1010	Thinking Outside the Box: Critical Thinking and Problem Solving	6
PHI3100	Ethical Dilemmas	6

Natural Science and Mathematics

BIO1000	Human Biology	6
BIO1100	Nutrition for Everyone	6
MAT1050	College Algebra	6
MAT1150	Essential Math for Everyday Life	6
MAT2010	Practical Statistics	6
NSC2000	Weather, Climate, and Society	6
PHY1000	Introduction to Astronomy	6

The following courses are only available for general education credit for students in specific programs. See course descriptions for details.

MAT1200	Pre-Calculus	6
MAT2051	Discrete Mathematics	6
MAT2200	Calculus	6
NHS1010	Medical Terminology	3

Social Science

BUS1050	Principles of Microeconomics	6
ECO1150	Personal Economics: Introduction to Financial Planning	6
HIS1150	U.S. History: How the Past Informs the Present	6
PSYC1010	Introductory Psychology	3
PSYC2520	Social Psychology in Action	3
PSYC2600	Development Across the Lifespan	3
PUBH1006	Social Determinants of Health and Wellness	6
SOC-H3005	Honors Professional Seminar	6
SOC1150	How Society Works: Human Differences, Collaboration, and Problem Solving	6
SOC3100	Social Problems, Individual Identities, and Public Policy	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-FPX1650	Presenting in Virtual Spaces	3
COM-FPX2200	Social Media Communication	3
COM-FPX2300	Visual Communication	3
ENG-FPX1110	English Composition and Editing	3

Humanities

ART-FPX1000	Understanding the Art Around Us	3
HUM-FPX1350	Culture, Continuity, and Change	3
LIT-FPX3000	Tales that Changed the World	3
MUSC-FPX2000	Fundamentals of Music with Practical Applications	3
PHI-FPX1010	Thinking Outside the Box: Critical Thinking and Problem Solving	3
PHI-FPX3100	Ethical Dilemmas	3

Natural Science and Mathematics

BIO-FPX1000	Human Biology	3
BIO-FPX1100	Nutrition for Everyone	3
MAT-FPX1050	College Algebra	3
MAT-FPX1150	Essential Math for Everyday Life	3
MAT-FPX2010	Practical Statistics	3
NSC-FPX2000	Weather, Climate, and Society	3
PHY-FPX1000	Introduction to Astronomy	3

The following courses are only available for general education credit for students in specific programs. See course descriptions for details.

MAT-FPX1200	Pre-Calculus	3
MAT-FPX2051	Discrete Mathematics	3
MAT-FPX2200	Calculus	3

Social Science

BUS-FPX1050	Principles of Microeconomics	3
ECO-FPX1150	Personal Economics: Introduction to Financial Planning	3
HIS-FPX1150	U.S. History: How the Past Informs the Present	3
PSYC-FPX1010	Introductory Psychology	1.5
PYSC-FPX2520	Social Psychology in Action	1.5
PSYC-FPX2600	Development Across the Lifespan	1.5
SOC-FPX1150	How Society Works: Human Differences, Collaboration, and Problem Solving	3
SOC-FPX3100	Social Problems, Individual Identities, and Public Policy	3

School of Business, Technology, and Health Care Administration

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

Business		
Degree Program	**Specializations**	**Honors Pathway**
Bachelor of Science (BS) in Business	Accounting	✓
	Accounting, FlexPath option	
	Business Administration	✓
	Business Administration, FlexPath option	
	Finance	✓
	Health Care Management	✓
	Health Care Management, FlexPath option	
	Human Resource Management	✓
	Human Resource Management, FlexPath option	
	Management and Leadership	✓
	Management and Leadership, FlexPath option	
	Marketing	✓
	Project Management	✓
	Project Management, FlexPath option	

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

Technology		
Degree Program	**Specializations**	**Honors Pathway**
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** *(must be within the same degree program)*
Doctor of Information Technology (DIT)		
Master of Science (MS) in Analytics		
Master of Science (MS) in Cybersecurity and Applied Artificial Intelligence		
Master of Science (MS) in Information Technology	General Information Technology	
	Analytics	✓
	Cybersecurity	✓
	Enterprise Networks and Cloud Computing	✓
	Project Management	✓

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

Bradly Roh, PhD
Interim 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 students 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, students 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 students 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.

Bradly Roh, PhD
Interim 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 students to advance their careers and serve their organizations and communities.

Visit the School of Business, Technology, and Health Care Administration **tuition and fees** (p. 132) 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 students' personal and organizational effectiveness in their chosen field of study. The curriculum provides an integrated approach to complex organizational systems, preparing students to work in collaboration with work groups and functional areas.

Specializations

Accounting (p. 155)
Accounting, FlexPath option (p. 156)
Business Administration (p. 158)
Business Administration, FlexPath option (p. 159)
Finance (p. 160)
Health Care Management (p. 161)
Health Care Management, FlexPath option (p. 162)
Human Resource Management (p. 163)
Human Resource Management, FlexPath option (p. 165)
Management and Leadership (p. 166)
Management and Leadership, FlexPath option (p. 167)
Marketing (p. 168)
Project Management (p. 170)
Project Management, FlexPath option (p. 171)

BS in Business, Accounting

School of Business, Technology, Health Care Administration

In the Accounting specialization, students acquire and apply various methods of ethically maintaining accurate and up-to-date financial records and reporting procedures for business transactions. Students 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, students 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. 148)**.**

Required courses

MAT2010	Practical Statistics	6

Additional Program Requirements[†]

ACS1003	Building Skills for Academic Success	6

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 39§ quarter credits
Choose any undergraduate courses.

Capstone course

At least 6 quarter credits
Taken during the student's final quarter

BUS4993	Business Capstone Project	6

Total

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

Honors Pathway

Students 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.

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

† Students 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.

‡ Students who have completed ACS1003 are required to take BUS2003. Students who are not required to take ACS1003 are placed in BUS2007.

§ Students enrolled in the Accounting specialization must complete 39 quarter credits of additional undergraduate courses. However, those students 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.

BS in Business, Accounting, FlexPath option

School of Business, Technology, and Health Care Administration

In the Accounting specialization, students acquire and apply various methods of ethically maintaining accurate and up-to-date financial records and reporting procedures for business transactions. Students 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, students 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. Students 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. 148).†

Required courses

MAT-FPX2010	Practical Statistics	3

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 student's final quarter

BUS-FPX4993	Business Capstone Project	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.

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

† Students 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 students 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. Students 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. 148)**.**

Additional Program Requirements[†]

ACS1003	Building Skills for Academic Success	6

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

In addition, choose 30 quarter credits of upper-division business or project management courses.

Elective courses

At least 51[§] quarter credits
Choose 51 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits
Taken during the student's final quarter

BUS4993	Business Capstone Project	6

Total

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

Honors Pathway

Students 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.

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

† Students 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.

‡ Students who have completed ACS1003 are required to take BUS2003. Students who are not required to take ACS1003 are placed in BUS2007.

§ Students 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.

BS in Business, Business Administration, FlexPath option

School of Business, Technology, Health Care Administration

The BS in Business, Business Administration specialization provides students 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. Students select elective courses based on their individual professional needs. Students 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. 148).†

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

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 student's final quarter

BUS-FPX4993	Business Capstone Project	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.

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

† Students 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 students 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, students demonstrate the management, interpersonal, and professional thinking skills needed to impact effectiveness across all levels of their organization. Students 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. 148)**.**

Required course

MAT2010	Practical Statistics	6

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6

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 student's final quarter

BUS4993	Business Capstone Project	6

Total

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

Honors Pathway

Students 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.

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

† Students 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.

‡ Students who have completed ACS1003 are required to take BUS2003. Students who are not required to take ACS1003 are placed in BUS2007.

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

BS in Business, Health Care Management

School of Business, Technology, and Health Care Administration

The bachelor's Health Care Management specialization provides students 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. 148)

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 student's final quarter

BUS4993	Business Capstone Project	6

Total

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

Honors Pathway

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Business, Health Care Management, FlexPath option

School of Business, Technology, and Health Care Administration

The bachelor's Health Care Management specialization provides students 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. Students 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. 148).†

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 student's final quarter

BUS-FPX4993	Business Capstone Project	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.

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

† Students 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

Students 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. Students 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. 148)**.**

Additional Program Requirements[†]

ACS1003	Building Skills for Academic Success	6

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.[§]

Capstone course

At least 6 quarter credits
Taken during the student's final quarter

BUS4993	Business Capstone Project	6

Total

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

Honors Pathway

Students 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.

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

† Students 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.

‡ Students who have completed ACS1003 are required to take BUS2003. Students who are not required to take ACS1003 are placed in BUS2007.

§ Students 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.

BS in Business, Human Resource Management, FlexPath option

School of Business, Technology, and Health Care Administration

Students 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. Students 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. Students 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. 148)*.*[†]

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 student's final quarter

BUS-FPX4993	Business Capstone Project	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.

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

† Students 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

Students 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, students 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. 148)**.**

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6

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 student's final quarter

BUS4993	Business Capstone Project	6

Total

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

Honors Pathway

Students 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.

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

† Students 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.

‡ Students who have completed ACS1003 are required to take BUS2003. Students who are not required to take ACS1003 are placed in BUS2007.

§ Students 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.

BS in Business, Management and Leadership, FlexPath option

School of Business, Technology, and Health Care Administration

Students 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, students demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness as leaders and managers at all levels of their organizations. Students 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. 148).[†]

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 student's final quarter

BUS-FPX4993	Business Capstone Project	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.

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

† Students 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 students with fundamental business knowledge and emphasizes marketing research; sales, marketing, and channel management processes; brand identity and marketing communications; change management; and business ethics. Students 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, students 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. 148)**.**

Required course

MAT2010	Practical Statistics	6

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6

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 student's final quarter:

BUS4993	Business Capstone Project	6

Total

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

Honors Pathway

Students 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.

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

† Students 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.

‡ Students who have completed ACS1003 are required to take BUS2003. Students who are not required to take ACS1003 are placed in BUS2007.

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

BS in Business, Project Management

School of Business, Technology, and Health Care Administration

The Project Management specialization provides undergraduate business students 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. Students 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. 148)**.**

Required course

MAT2010	Practical Statistics	6

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6

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 student's final quarter

BUS4993	Business Capstone Project	6

Total

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

Honors Pathway

Students 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.

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

† Students 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.

‡ Students who have completed ACS1003 are required to take BUS2003. Students who are not required to take ACS1003 are placed in BUS2007.

§ Students 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.

BS in Business, Project Management, FlexPath option

School of Business, Technology, and Health Care Administration

The Project Management specialization provides undergraduate business students 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. Students 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. Students 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. 148)*.*†

Required courses

MAT-FPX2010	Practical Statistics	3

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 student's final quarter

BUS-FPX4993	Business Capstone Project	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.

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

† Students 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 students to solve business problems using data, facts, and logic.

Students 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. 173)
General Management, FlexPath option (p. 173)
Organizational Leadership and Development (p. 174)
Organizational Leadership and Development, FlexPath option (p. 175)

Strategy and Innovation (p. 176)
Strategy and Innovation, FlexPath option (p. 177)

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. Students design projects which address the challenges and opportunities for improving ways to manage, organize, and structure organizations. The specialization allows students 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. Students gain an understanding of decision-making using relevant data and methods; deciding how to incorporate supply chains into organizational planning; consideration of how mergers, acquisitions, or coopetition may assist organizational success; or rethinking the types of management styles or processes that are used to establish successful business operations. Current and relevant topics surrounding management will be central to the work done in the specialization.

Core courses

DB8400	Your DBA Journey	6
DB8405	Effective Organizational Leadership	6
DB8410	Addressing Problems in Human Resources and Compliance	6
DB8415	Strategic Decision Making	6
DB8420	Teaching Business in Higher Education	6
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4

Specialization courses

DB8610	Leadership Theory and Practice	4
	Or	
DB8710	Strategy and Innovation: Theorizing, Crafting, Executing	4
DB8620	High Performance Leadership	4
	Or	
DB8720	Strategic Digital Transformation	4
DB8630	Catalysts for Change	4
	Or	
DB8730	Managing Innovation, Design, and Creativity	4
DB8840	Seminar: General Management Topic Development	6
DB8850	Seminar: General Management Literature Review	6

Upon completion of all required core and specialization coursework

DB9801	Proposal Writing	6
DB9802	Data Analysis Practice and IRB Approval	6
DB9803	Project Results	6
DB9804	Final Reviews and Presentation	6

Total

At least 90 quarter credits

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. Students design projects which address the challenges and opportunities for improving ways to manage, organize, and structure organizations. The specialization allows students 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. Students 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. Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. Students design projects which address the challenges and opportunities for improving organizational effectiveness. The specialization helps students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. Students design projects which address the challenges and opportunities for improving organizational effectiveness. The specialization helps students 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. Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. Students design projects which consider how visionary leaders use strategic and innovative methods to transform their organizational landscapes. The specialization helps students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. Students design projects which consider how visionary leaders use strategic and innovative methods to transform their organizational landscapes. The specialization helps students 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. Students 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
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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. Students 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, students 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. 178)
Self-Designed, FlexPath option (p. 179)
Health Care Management (p. 179)
Health Care Management, FlexPath option (p. 180)
Human Resource Management (p. 181)
Human Resource Management, FlexPath option (p. 181)
Project Management (p. 182)
Project Management, FlexPath option (p. 183)

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. Students 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 student's final quarter

MBA5910	MBA Capstone Experience	5

Elective Courses

At least 12 quarter credits
Choose three from the following recommended electives.

ANLY5510	Advanced Business Analytics	4
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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. Students in this specialization are able to incorporate courses in a variety of disciplines to meet individual interests and needs. Students 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 student'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.

ANLY-FPX5510	Advanced Business Analytics	2
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.

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

† Students 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 students

need within the complex and dynamic health care industry. Students gain a thorough understanding of the health care system; government influence; and law, ethics, policy, and organizational strategy. Students 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, students will have developed the knowledge and skills needed to pursue middle- or senior-level positions within health care organizations or organizations that serve the health care industry.

Core courses

MBA5002	MBA Leadership	4
MBA5006	Business Strategy	4
MBA5008	Applied Business Analytics	4
MBA5010	Accounting Methods for Leaders	4
MBA5012	Marketing Management	4
MBA5014	Applied Managerial Finance	4
MBA5016	Operations Management for Leaders	4

Specialization courses

HCM5310	Decision-Making in the Health Care System	4
HCM5312	Analyzing the Health Care Environment	4
HCM5314	Driving Health Care Results	4

Taken during the student's final quarter

MBA5910	MBA Capstone Experience	5

Total

At least 45 quarter credits

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students need within the complex and dynamic health care industry. Students gain a thorough understanding of the health care system; government influence; and law, ethics, policy, and organizational strategy. Students 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, students 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. Students 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 student's final quarter

MBA-FPX5910	MBA Capstone Experience	2.5

Total

At least 22.5 program points

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. Students focus on communicating clearly to stakeholders and developing data-informed recommendations in support of organizational goals and strategy. Upon successful completion of this specialization, students are prepared to make informed, practitioner-based decisions resulting in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, students 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 student's final quarter

MBA5910	MBA Capstone Experience	5

Total

At least 45 quarter credits

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. Students focus on communicating clearly to stakeholders and developing data-informed recommendations in support of organizational goals and strategy. Upon successful completion of this specialization, students are prepared to make informed, practitioner-based decisions resulting in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, students 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. Students 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 student's final quarter

MBA-FPX5910	MBA Capstone Experience	2.5

Total

At least 22.5 program points

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students to fundamental project management theories, processes, and strategies and provides students with the knowledge, skills, and experience to ensure project success. Students 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, students are prepared to pursue advanced project management positions in global enterprises or entrepreneurial start-ups.

Core courses

MBA5002	MBA Leadership	4
MBA5006	Business Strategy	4
MBA5008	Applied Business Analytics	4
MBA5010	Accounting Methods for Leaders	4
MBA5014	Applied Managerial Finance	4
MBA5016	Operations Management for Leaders	4
PM5018	Project Management Foundations	4

Specialization courses

PM5332	Project Management Planning, Execution, and Control	4
PM5333	Project Budgeting, Procurement, and Quality	4
PM5334	Project Risk Assessment and Control	4

Taken during the student's final quarter

MBA5910	MBA Capstone Experience	5

Total

At least 45 quarter credits

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students to fundamental project management theories, processes, and strategies and provides students with the knowledge, skills, and experience to ensure project success. Students 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, students are prepared to pursue advanced project management positions in global enterprises or entrepreneurial start-ups. Students 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 student's final quarter

MBA-FPX5910	MBA Capstone Experience	2.5

Total

At least 22.5 program points

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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 students 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. Students also apply evidenced-based decision making to align strategy and practice and partner with organizational leadership.

Specializations

General Human Resource Management (p. 184)
General Human Resource Management, FlexPath option (p. 185)
Health Care (p. 185)
Health Care, FlexPath option (p. 186)

MS in Human Resource Management, General Human Resource Management

School of Business, Technology, and Health Care Administration

The General Human Resource Management specialization provides students with the knowledge and skills to lead and manage strategic and operational human resources management (HRM) functions in organizations. Students select courses based on their individual professional needs to gain knowledge of specific areas in the discipline and profession of HRM and develop their ability to effectively address real-world HRM challenges to deliver business results.

HRM5002	Survey of Human Resource Management in Practice	4
HRM5055	Comprehensive Reward Systems	4
HRM5060	Sourcing and Managing Talent in the Workplace	4
HRM5065	Employment Law in the Successful Workplace	4
HRM5070	Workplace Learning 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 student's final quarter

HRM5960	HRM Capstone: Improving and Transforming HR Practice	5

Total

At least 45 quarter credits

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students with the knowledge and skills to lead and manage strategic and operational human resources management (HRM) functions in organizations. Students 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. Students 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

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 student's final quarter

HRM-FPX5960	HRM Capstone: Improving and Transforming HR Practice	2.5

Total

At least 22.5 program points

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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. Students 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 student's final quarter

HRM5960	HRM Capstone: Improving and Transforming HR Practice	5

Total

At least 45 quarter credits

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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. Students 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. Students 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

Taken during the student's final quarter

HRM-FPX5960	HRM Capstone: Improving and Transforming HR Practice	2.5

Total

At least 22.5 program points

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students with the principles and practices of the human resource management function. Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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, students 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. 188)
Health Information Management, FlexPath option (p. 191)
Leadership (p. 193)
Leadership, FlexPath option (p. 196)

Accelerated Master's Pathways

BS in Health Care Administration/MHA option, Health Information Management (p. 189)
BS in Health Care Administration/MHA option, Health Information Management, FlexPath option (p. 192)
BS in Health Care Administration/MHA option, Leadership (p. 194) (p. 197)
BS in Health Care Administration/MHA option, Leadership, FlexPath option (p. 197)

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, students 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, students 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. 148)**.**

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

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

Total

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

Honors Pathway

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. 189)

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, students 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, students 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. 148)**.**

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 student's final quarter:

BHA4020	Health Care Administration Capstone Project	6

Total

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

Honors Pathway

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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, students 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, students 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. Students 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. 148)*.*[†]

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 student's final quarter:

BHA-FPX4020	Health Care Administration Capstone Project	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.

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

† Students 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. 192)

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, students 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, students 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. Students 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. 148)*.*[†]

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 student's final quarter:

BHA-FPX4020	Health Care Administration Capstone Project	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.

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

† Students 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 students 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, students 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. 148)**.**

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
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 student's final quarter:

BHA4020	Health Care Administration Capstone Project	6

Total

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

Honors Pathway

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. 194)

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 students 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, students 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
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. 148)**.**

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 student's final quarter:

BHA4020	Health Care Administration Capstone Project	6

Total

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

Honors Pathway

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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, students are prepared to pursue department-level management positions in a wide range of health care settings. Students 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. 148)*.*[†]

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 student's final quarter:

BHA-FPX4020	Health Care Administration Capstone Project	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.

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

† Students 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. 197)

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 students 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, students are prepared to pursue department-level management positions in a wide range of health care settings. Students 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. 148)*.*†

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

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 student's final quarter:

BHA-FPX4020	Health Care Administration Capstone Project	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.

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

† Students 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. Students 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, students 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, students 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, students are prepared to pursue advanced health administration leadership roles in academic, organizational, consulting, or policy making settings.

DHA8001	Foundations of Healthcare Administration for Doctoral Students	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

DHA8026	Regulatory Compliance for Health Care Leaders	6
DHA8032	Strategic Vision and Planning in Health Care	6
RSCH-V8925	Doctoral Project Development - Topic Ideation	3
RSCH-V8926	Doctoral Project Development - Topic Development	3

Choose two from the following courses.

BMGT8412	Creating Adaptive, Innovative Workplaces	4
BMGT8614	Leading the Organizational System	4
DB8610	Leadership Theory and Practice	4
DB8710	Strategy and Innovation: Theorizing, Crafting, Executing	4

Students must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971	Doctoral Capstone	4

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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, students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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, students 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. Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. Students 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. Students 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. 148)**.**

Required courses

MAT1050	College Algebra	6
MAT1200	Pre-Calculus	6
MAT2051	Discrete Mathematics	6
MAT2200	Calculus	6

Recommended courses

HUM1350	Culture, Continuity, and Change	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
IT2249	Introduction to Programming with Java	6
IT2280	Network Technology and Architecture	6
IT3240	Web Development and JavaScript	6
IT3249	Principles of Software Architecture	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

Capstone courses

At least 12 quarter credits
Taken during the student'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

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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. Students 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. Students will be prepared to assume professional responsibilities to function effectively and ethically as team members or leaders. Students 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. 148)[†]**.**

Required courses

MAT-FPX1050	College Algebra	3
MAT-FPX1200	Pre-Calculus	3
MAT-FPX2051	Discrete Mathematics	3
MAT-FPX2200	Calculus	3

Recommended courses

HUM-FPX1350	Culture, Continuity, and Change	3

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

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

Capstone courses

At least 6 program points
Taken during the student'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.

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

† Students 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. Students 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, students then specialize in fields that prepare them for specific IT careers.

Specializations

General Information Technology (p. 204)
General Information Technology, FlexPath option (p. 205)
Data Analytics and Artificial Intelligence (p. 206)
Information Assurance and Cybersecurity (p. 207)
Information Assurance and Cybersecurity, FlexPath option (p. 208)
Network and Cloud Computing (p. 209)
Software Development in an Internet of Things Space (p. 210)

BS in Information Technology, General Information Technology

School of Business, Technology, and Health Care Administration

In the General Information Technology specialization, undergraduate students 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. Students 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. 148)**.**

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	Principles of Software Architecture	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 student'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

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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. Students 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. Students 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. 148).†

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 student'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.

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

† Students 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 students 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. Students examine fundamental theories and applications of artificial intelligence (AI), including evaluation of opportunities for AI. Students are prepared to successfully solve IT problems using a variety of data analytics tools and techniques. Students 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. 148)**.**

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	Principles of Software Architecture	6
IT4803	System Assurance Security	6
PM1000	Project Management Principles	3

Specialization courses

At least 30 quarter credits

IT4250	Data Analytics and Artificial Intelligence in the Cloud	6
IT4345	Data Modeling and Statistical Analysis	6
IT4535	Introduction to Artificial Intelligence	6
IT4538	Advanced Artificial Intelligence: Techniques, Applications, and Ethics	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 student'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

Students 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.

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

BS in Information Technology, Information Assurance and Cybersecurity

School of Business, Technology, and Health Care Administration

In the Information Assurance and Cybersecurity specialization, students acquire and apply various processes, tools, technologies, and methods of securing an enterprise. In particular, students 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, students 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. 148)**.**

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	Principles of Software Architecture	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 student's final quarter:

IT4993	Cybersecurity Capstone	6

Total

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

Honors Pathway

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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, Information Assurance and Cybersecurity, FlexPath option

School of Business, Technology, and Health Care Administration

In the Information Assurance and Cybersecurity specialization, students acquire and apply various processes, tools, technologies, and methods of securing an enterprise. In particular, students 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, students in this specialization demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness. Students 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. 148).†

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 student's final quarter

IT-FPX4993	Cybersecurity Capstone	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.

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

† Students 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 students 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, students 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. 148)**.**

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	Principles of Software Architecture	6
IT4803	System Assurance Security	6
PM1000	Project Management Principles	3

Specialization courses

At least 30 quarter credits

IT4157	Networking 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 student'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

Students 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.

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

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 students 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, students 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. 148)**.**

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	Principles of Software Architecture	6
IT4803	System Assurance Security	6
PM1000	Project Management Principles	3

Specialization courses

At least 36 quarter credits

IT4250	Data Analytics and Artificial Intelligence in the Cloud	6
IT4527	Java Application Development	6
IT4535	Introduction to Artificial Intelligence	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 student'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

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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-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, students integrate information technology and research with practice, and develop expertise in IT, cybersecurity, and managing IT projects. Successful completion of this degree program prepares students 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. Students 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
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
RSCH-V8925	Doctoral Project Development - Topic Ideation	3
RSCH-V8926	Doctoral Project Development - Topic Development	3

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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, students 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, students strengthen their collaboration, communication, presentation, and negotiation skills. Upon successful completion of this degree program, students 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
ANLT5045	Applied AI and Data Analytics for Business Leaders	4
ANLT5050	Concepts of Data Mining	4
ANLT5060	Applied Forecasting	4
ANLT5070	Text Mining	4
ANLT5080	Advanced Analytics and Modeling	4
ANLT5090	Reporting Solutions with Analytics	4
ANLT5100	Visual Analytics	4

Taken during the student's final quarter

ANLT5900	Capstone in Analytics	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Cybersecurity and Applied Artificial Intelligence

School of Business, Technology, and Health Care Administration

The Master of Science (MS) in Cybersecurity and Applied Artificial Intelligence degree program prepares cybersecurity professionals to assess, develop, and implement solutions to protect organizational information assets and IT infrastructures. Students apply advanced techniques in network defense, machine learning, natural language processing, automation, and adversarial AI defense, while examining security controls, penetration testing, cryptography, risk assessment, and regulatory compliance to address evolving cyber threats across diverse environments.

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
IAS5201	Artificial Intelligence In Cybersecurity	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 student's final quarter

IAS5900	IAS Capstone	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 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, students may pursue a specialization that allows them to combine technical electives to meet their professional needs. Throughout the program, students develop theoretical and functional skills to analyze and address technical and organizational problems, needs, and opportunities. Students also strengthen the communication, critical thinking, collaborative, and problem-solving skills needed in today's fast-changing IT organizations.

Specializations

General Information Technology (p. 214)
Analytics (p. 215)
Cybersecurity (p. 215)
Enterprise Networks and Cloud Computing (p. 216)
Project Management (p. 217)

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 student. In conjunction with the core curriculum, the General Information Technology specialization presents students 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 student's final quarters

ITEC5900	Applied Information Technology Project 1	4
ITEC5905	Applied Information Technology Project 2	4

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students the knowledge needed to work with, understand, and transform data to support decision making. Students develop solutions that address applied organizational and technical problems in a global environment. Students 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 student'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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students to manage data and information security within organization, industry, and legal parameters for technology stakeholders. Students focus on developing competencies and information security knowledge and experience through practice and interaction. Students 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

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 student'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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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, students focus on current and emerging enterprise network and cloud infrastructure trends and operational issues. Students 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, students 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 student'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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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

Students 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 student'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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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

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	
	Psychiatric Mental Health Nurse Practitioner	
		Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate
		Family Nurse Practitioner Post-Master's Certificate
		Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate

A Message from the Interim Dean of the School of Nursing and Health Sciences

Buddy Wiltcher, PhD, RN
Interim 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 students 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 student 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 students 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.

Buddy Wiltcher, PhD, RN
Interim 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 students 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. 136) and **admission component** (p. 47) pages for more information.

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. Students 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, students 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 Students	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

Students must register for DRPH9971 a minimum of four times to fulfill their program requirements.†

DRPH9971	Doctoral Capstone	4

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.

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

† Students are responsible for the cost of their travel, accommodations, food, and other expenses associated with DRPH9971.

Practicum

Students 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, students apply the skills developed throughout the course of the program in a public health setting where the practicum is completed. The practicum provides students 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. Students 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 students 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, students 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 Students	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.

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

† Students are responsible for the cost of their travel, accommodations, food, and other expenses associated with MPH5921 and MPH5922.

Practicum

Students 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 students take to complete an 80-hour experience. Students apply course competencies and further develop related skills within a supervised public health setting. In the MPH practicum, students 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 students 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.

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

Undergraduate-Department of Nursing Academic Offerings

Bachelor of Science in Nursing (BSN)

School of Nursing and Health Sciences

The Bachelor of Science in Nursing (BSN) accredited† degree program is designed to prepare licensed registered nurses for excellence in nursing practice. This program enhances students' 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 students to meet the evolving demands of healthcare.

Students 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 students 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 evidence-based nursing practices, teaching students how to promote health, manage, and prevent disease in individuals and populations. This program 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. 148)**.**

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 student's final quarter

NURS4905	Capstone Project for Nursing	6

Total

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

Honors Pathway

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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.

The BSN degree program requires students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

Accelerated Master's Pathway

Accelerated Master's Pathway, BSN/MSN option (p. 227)

Bachelor of Science in Nursing (BSN) (Prelicensure)

School of Nursing and Health Sciences

The Bachelor of Science in Nursing (BSN) degree program is designed to prepare students for excellence in nursing practice. This program helps students develop foundational knowledge, essential clinical skills, and beginning decision-making abilities, in line with the 2021 AACN Essentials for Professional Nursing Education. The curriculum emphasizes contemporary, evidence based nursing standards to

prepare students to enter the profession as competent and compassionate novice nurses who can meet the evolving needs of today's healthcare environment.

Students will engage in coursework and supervised clinical experiences designed to build a strong understanding of core nursing concepts. These experiences will prepare them to deliver safe, high quality care to individuals, families, and communities across diverse settings and patient populations. The program prioritizes evidence based practice, professional communication, patient safety, and interprofessional collaboration—all essential competencies for new graduates transitioning into entry level nursing roles, in addition to preparing students to sit for the National Licensure Exam.

The Bachelor of Science in Nursing (BSN) program offers an Accelerated BSN (ABSN) pathway for applicants who hold a prior bachelor's degree in a non-nursing field. While all nursing coursework is required for degree completion, general education and elective requirements may be satisfied through transfer credit based on prior bachelor's-level coursework. The ABSN pathway is not a separate degree program and is offered as an admission option within the BSN program.

Skills Lab Requirements

Two three-day skills labs. See the Skills Lab section below for more information.

Clinical/Practicum Requirement(s)

Minimum of 550 total supervised clinical and practicum hours. See Clinical/Practicum section below for more information.

General Education Requirements

Choose 45 quarter credits with a minimum of 8 quarter credits from the Humanities category and a minimum of 4 quarter credits from each other category; see ***General Education Courses*** (p. 148)***.***

Required General Education Courses

BIO1000	Human Biology	6
ENG1110	English Composition and Editing	6
MAT2010	Practical Statistics	6
PSYC1010	Introductory Psychology	3
PSYC2600	Development Across the Lifespan	3
NHS1010	Medical Terminology	3

Additional Program Requirements

Additional required courses

NURS1000	Introduction to Nursing	6
NHS1020	Nutrition in Healthcare	3
NHS1030	Physical Science	6
NHS1040	Anatomy and Physiology I	6
NHS2010	Anatomy and Physiology II	6
NHS2020	Microbiology	6
NHS2030	Pathophysiology	6
NHS2040	Emerging Technologies and Research in Healthcare	6
NURS3000	The Role of the Nurse	6
NURS-SL3010	Fundamentals of Nursing	6
NURS3020	Pharmacology	6
NURS3030	Health Assessment	6
NURS-SL3040	Skills Immersion	6
NURS4100	Adult Health Nursing 1	6
NURS4105	Adult Health Nursing 1 Clinical	4
NURS4110	Community and Mental Health Nursing	6
NURS4115	Community and Mental Health Nursing Clinical	4
NURS4120	Adult Health Nursing 2	6
NURS4125	Adult Health Nursing 2 Clinical	4
NURS4130	Maternal Newborn and Pediatrics Nursing	6
NURS4135	Maternal Newborn and Pediatrics Nursing Clinical	4
NURS4140	Critical Care Nursing	6
NURS4145	Critical Care Nursing Clinical	4
NURS4150	Transition to Practice Practicum	4

Capstone

NURS4155	NCLEX Review Capstone	6

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on **Capella's website** for more information.

Academic Standing

BSN (Prelicensure) students must earn a grade point average of 2.5 or higher on a 4.0 scale by the end of the pre-nursing phase to be eligible to enter the nursing phase. Students in the nursing phase must pass all courses with a 3.0 or higher. A grade of "B" or better is required in the following courses: NURS3000, NURS-SL3010, NURS3020, NURS3030, NURS-SL3040, NURS4100, NURS4105, NURS4110, NURS4115, NURS4120, NURS4125, NURS4130, NURS4135, NURS4140, NURS4145, NURS4150, and NURS4155. BSN (Prelicensure) nursing specialty courses may be taken no more than twice (initial enrollment + one repeat). A student may repeat at most two nursing specialty courses in total. Accumulating three course failures results in administrative dismissal from the BSN (Prelicensure) program.

Clinical/Practicum

Students enrolled in the BSN (Prelicensure) degree program are required to complete 550 hours of supervised documented hours of hands-on clinical and practicum experience. The practicum experience requires students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice.

Clinical experiences are conducted in approved healthcare settings and emphasize the development of foundational nursing competencies. Students engage in direct patient care activities such as health assessments, medication administration, documentation, implementation of basic nursing interventions, and collaboration with members of the healthcare team. Clinical placements typically occur in group settings under the supervision of clinical faculty.

In the final quarter of the program, students complete a culminating practicum experience. Students are required to document their practice practicum experience in associated online coursework. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, with the support of clinical faculty and their on-site preceptors, participate in skills practice initiative. This could include clinical reasoning, care planning, interprofessional collaboration, and preparation for entry-level professional nursing practice. Students use the practicum experience to help them achieve the BSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Bachelor's in Nursing.

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.

Skills Lab

The skills lab requirement for the BSN (Prelicensure) degree program is satisfied by completion of two three-day skills labs (NURS-SL3010 and NURS-SL3040). The skills labs are structured, hands-on learning environments in which students develop and demonstrate essential clinical competencies prior to engaging in direct patient care.

Within the skills laboratory setting, students practice nursing procedures using mannequins, medical equipment, and simulation tools designed to replicate clinical environments. Under faculty supervision, students learn and perform foundational nursing skills in a controlled setting that supports skill development, competency evaluation, and professional growth.

Skills laboratories are designed to prepare students for safe participation in clinical experiences by reinforcing the integration of theoretical knowledge with practical application. Successful completion of all required skills laboratory components is necessary to progress within the program and to meet program, accreditation, and licensure requirements.

For more detailed information on the Bachelor of Science skills labs, students should refer to their program manual.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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 students' 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 students to meet the evolving demands of healthcare.

Students 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 students 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 evidence-based nursing practices, teaching students how to promote health, manage, and prevent disease in individuals and populations. This program is not designed or intended to meet licensure requirements for any licensed profession.

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

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see ***General Education Courses*** (p. 148)*.*

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 student's final quarter

NURS4905	Capstone Project for Nursing	6

Total

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

Honors Pathway

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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.

The BSN degree program requires students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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 students' 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 students to meet the evolving demands of healthcare.

Students 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 students 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 evidence-based nursing practices, teaching students how to promote health, manage, and prevent disease in individuals and populations. This program is not designed or intended to meet licensure requirements for any licensed profession.

Students 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. 148)*.*†

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 student's final quarter

NURS-FPX4905	Capstone Project for Nursing	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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.

† Students in this degree program choose general education, foundational nursing, and elective courses from the FlexPath (-FPX) course list.

The BSN, FlexPath option degree program requires students to maintain a current, independently verifiable, and unrestricted RN license throughout their program.

Students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful

completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

Accelerated Master's Pathway

Accelerated Master's Pathway, BSN/MSN option, FlexPath option (p. 230)

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 students' 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 students to meet the evolving demands of healthcare.

Students 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 students 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 evidence-based nursing practices, teaching students how to promote health, manage, and prevent disease in individuals and populations. This program is not designed or intended to meet licensure requirements for any licensed profession.

Students 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. 148)*.*†

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 student's final quarter

NURS-FPX4905	Capstone Project for Nursing	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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.

† Students in this degree program choose general education, foundational nursing, and elective courses from the FlexPath (-FPX) course list.

The BSN, FlexPath option degree program requires students to maintain a current, independently verifiable, and unrestricted RN license throughout their program.

Students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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, students 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, students 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 Students	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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.

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students 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 students, 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. Students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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, students 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, students 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. Students 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 Students	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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.

This program does not prepare graduates for licensure as an RN or APRN.

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students 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 students, 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. Students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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.

Specializations

MSN, Adult-Gerontology Primary Care Nurse Practitioner (p. 235)†
MSN, Care Coordination (p. 236)
RN-to-MSN, Care Coordination (p. 238)
MSN, Care Coordination, FlexPath option (p. 239)
RN-to-MSN, Care Coordination, FlexPath option (p. 241)
MSN, Family Nurse Practitioner (p. 243)†
(p. 243)**MSN, Nursing Education** (p. 245)
RN-to-MSN, Nursing Education (p. 246)
MSN, Nursing Education, FlexPath option (p. 248)
RN-to-MSN, Nursing Education, FlexPath option (p. 249)
MSN, Nursing Informatics (p. 251)
RN-to-MSN, Nursing Informatics (p. 253)
MSN, Nursing Informatics, FlexPath option (p. 254)
RN-to-MSN, Nursing Informatics, FlexPath option (p. 256)
MSN, Nursing Leadership and Administration (p. 258)
RN-to-MSN, Nursing Leadership and Administration (p. 259)
MSN, Nursing Leadership and Administration, FlexPath option (p. 261)
RN-to-MSN, Nursing Leadership and Administration, FlexPath option (p. 263)
MSN, Psychiatric Mental Health Nurse Practitioner (p. 264)†

* 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.

† Students 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) or Psychiatric Mental Health Nurse Practitioner (MSN-PMH) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, MSN-FPX6011, NURS-FPX6011, MSN-FP6016, MSN-FPX6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP or MSN-PMH 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

Students 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, students 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). This specialization is designed and intended to meet licensure requirements for a Nurse Practitioner credential.

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.

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

Students enrolled in the MSN, Adult-Gerontology Primary Care Nurse Practitioner specialization are required to maintain a current, unrestricted RN license throughout their program.

Students 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) or MSN – Psychiatric Mental Health Nurse Practitioner (MSN-PMH) specializations if they progress through certain

coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, MSN-FPX6011, NURS-FPX6011, MSN-FP6016, MSN-FPX6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP or MSN-PMH 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; students 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

Students enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner or the Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate are required to complete 750 documented hours of hands-on practicum experience.

The practicum experience requires students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

MSN, Care Coordination

School of Nursing and Health Sciences

Students 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, students 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 Students	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.

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

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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. Students 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, students pursue the program requirements for any Master of Science in Nursing specialization. ***A Bachelor of Science in Nursing (BSN) degree will not be conferred.***

Students 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, students 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 Students	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.

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

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

MSN, Care Coordination, FlexPath option

School of Nursing and Health Sciences

Students 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, students 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. Students 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 Students	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.

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

Students enrolled in the MSN Care Coordination, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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. Students 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, students pursue the program requirements for any Master of Science in Nursing specialization. ***A Bachelor of Science in Nursing (BSN) degree will not be conferred.***

Students 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, students 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. Students 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 Students	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 33 program points

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

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

Students enrolled in the RN-to-MSN Care Coordination, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

MSN, Family Nurse Practitioner

School of Nursing and Health Sciences

Students 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, students 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). This specialization is designed and intended to meet licensure requirements for a Nurse Practitioner credential.

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.

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

Students enrolled in the MSN, Family Nurse Practitioner specialization are required to maintain a current, unrestricted RN license throughout their program.

Students 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) or MSN – Psychiatric Mental Health Nurse Practitioner (MSN-PMH) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, MSN-FPX6011, NURS-FPX6011, MSN-FP6016, MSN-FPX6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP or MSN-PMH 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; students 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

Students enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner or the Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate are required to complete 750 documented hours of hands-on practicum experience.

The practicum experience requires students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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, students develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate students 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 Students	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.

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

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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. Students 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, students 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, students develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate students 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 Students	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.

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

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at

which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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, students develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate students in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and healthcare settings. Students 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 Students	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.

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

Students enrolled in the MSN Nursing Education, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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. Students 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, students 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, students develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate students in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and healthcare settings. Students 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 Students	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.

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

Students enrolled in the RN-to-MSN Nursing Education, FlexPath specialization are required to maintain a current, unrestricted RN license throughout their program.

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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 students 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 Students	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.

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

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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. Students 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, students 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 students 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 Students	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.

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

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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 students 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. Students 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 Students	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.

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

Students enrolled in the MSN Nursing Informatics, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are

responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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. Students 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, students 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 students 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. Students 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 Students	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.

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

Students enrolled in the RN-to-MSN Nursing Informatics, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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. Students 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, students 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 Students	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 54 quarter credits

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

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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. Students 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, students 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. Students 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, students 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 Students	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.

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

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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. Students 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, students 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. Students 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 Students	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.

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

Students enrolled in the MSN Nursing Leadership and Administration, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful

completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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. Students 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, students 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. Students 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, students 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. Students 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 Students	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.

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

Students 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.

Students 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

Students 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 students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

MSN, Psychiatric Mental Health Nurse Practitioner

School of Nursing and Health Sciences

Students in the MSN Psychiatric Mental Health Practitioner specialization are prepared to assume the role of the advanced practice nurse caring for individuals across the lifespan to promote mental and emotional health, reduce risks, and manage acute and chronic mental and emotional health conditions. The specialization curriculum emphasizes ethical clinical judgment to deliver person-centered care and improve healthcare outcomes. Throughout the specialization, students 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

NURS6201	Advanced Practice Nursing Role Development	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
NURS6202	Advanced Pathophysiology	4
NURS6203	Advanced Pharmacology	4
NURS6204	Advanced Health Assessment	4
NURS6209	Psychopharmacology for Advanced Psychiatric Mental Health	4
NURS6211	Assessment and Diagnostics for Advanced Psychiatric Mental Health	4
NURS6213	Advanced Skills Immersion, Diagnostics, and Interpretation	2

Specialization courses

NURS6501	Advanced Psychiatric Mental Health Care of Adults and Older Adults	4
NURS6502	Practicum I	2
NURS6503	Advanced Psychiatric Mental Health Care of Children and Adolescents	4
NURS6504	Practicum II	2
NURS6505	Psychiatric Mental Health Care of Special Populations	4
NURS6506	Practicum III	2
NURS6507	Psychiatric Mental Health Nurse Practitioner	4
NURS6508	Practicum IV	2
NURS6509	Psychiatric Mental Health Nurse Practitioner Transition to Practice	2
NURS6510	Practicum V	2

Total

At least 70 quarter credits

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

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

Students enrolled in the MSN, Psychiatric Mental Health Nurse Practitioner specialization are required to maintain a current, unrestricted RN license throughout their program.

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on Capella's website for more information.

Students 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) or MSN – Psychiatric Mental Health Nurse Practitioner (MSN-PMH) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, MSN-FPX6011, NURS-FPX6011, MSN-FP6016, MSN-FPX6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP or MSN-PMH 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; students 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

Students enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner or the Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate are required to complete 750 documented hours of hands-on practicum experience.

The practicum experience requires students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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 students 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). This program is designed and intended to meet licensure requirements for a Nurse Practitioner credential.

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.

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

Students 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 cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; students 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

Students enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner or the Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate are required to complete 750 documented hours of hands-on practicum experience.

The practicum experience requires students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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 students 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). This program is designed and intended to meet licensure requirements for a Nurse Practitioner credential.

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.

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

Students enrolled in the Family Nurse Practitioner post-master's certificate are required to maintain a current, unrestricted RN license throughout their program.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; students 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

Students enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner or the Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate are required to complete 750 documented hours of hands-on practicum experience.

The practicum experience requires students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the technical standards. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate

School of Nursing and Health Sciences

The Psychiatric Mental Health Nurse Practitioner post-master's certificate supplements previous nursing graduate educational experiences and prepares students to assume the role of the advanced practice nurse caring for individuals across the lifespan to promote mental and emotional health, reduce risks, and manage acute and chronic mental and emotional 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
NURS6209	Psychopharmacology for Advanced Psychiatric Mental Health	4
NURS6211	Assessment and Diagnostics for Advanced Psychiatric Mental Health	4
NURS6213	Advanced Skills Immersion, Diagnostics, and Interpretation	2
NURS6501	Advanced Psychiatric Mental Health Care of Adults and Older Adults	4
NURS6502	Practicum I	2
NURS6503	Advanced Psychiatric Mental Health Care of Children and Adolescents	4
NURS6504	Practicum II	2
NURS6505	Psychiatric Mental Health Care of Special Populations	4

NURS6506	Practicum III	2
NURS6507	Psychiatric Mental Health Nurse Practitioner	4
NURS6508	Practicum IV	2
NURS6509	Psychiatric Mental Health Nurse Practitioner Transition to Practice	2
NURS6510	Practicum V	2

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.

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

Students enrolled in the Psychiatric Mental Health Nurse Practitioner post-master's certificate are required to maintain a current, unrestricted RN license throughout their program.

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on **Capella's website** for more information.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; students 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

Students enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner or the Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate are required to complete 750 documented hours of hands-on practicum experience.

The practicum experience requires students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Students are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, students engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer students an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which students, 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. Students 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, students 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.

Technical Standards

Students in all nursing programs must meet the **technical standards**. These technical standards define the nonacademic criteria that are essential for students seeking a nursing degree or certificate. In addition to being essential to the successful completion of nursing degree requirements, these standards are necessary to ensure the health and safety of patients, students, faculty, and other healthcare providers.

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**
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 Counseling, Contemporary Theory in Addictive Behavior
		Graduate Certificate in Counseling, Contemporary Theory in Mental Health Services
		Graduate Certificate in Counseling, Contemporary Theory in School-Based Services
		Graduate Certificate in Counseling, Systemic Couple and Family Therapy
		Graduate Certificate in Play 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			
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	

Education				
Degree Programs	**Specializations**			**Multiple Specializations** *(must be within the same degree program)*
	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 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 Dean of the School of Social and Behavioral Sciences

Irene Abrego 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 students 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 students on the knowledge and skills needed to be successful in a competitive job market.

The School of Social and Behavioral Sciences is robust with aligned disciplines supporting mental and behavioral health. Our school stands united in its mission to foster leaders, practitioners, and innovators across Counseling, Psychology, Education, and Social Work. Join us as we continue to expand opportunities and transform lives!

Our Four Vibrant Departments:

Counseling and Family Therapy
The Department of Counseling and Family Therapy features accredited or externally aligned clinical graduate programs. Our students gain the education and clinical training necessary to serve in a variety of clinical settings, making an impact on individual and family well-being.

Psychology
The Department of Psychology offers doctoral, master's, bachelor's, and certificate programs. These programs provide a comprehensive education in both the science and practice of psychology, preparing graduates for success in a wide array of occupational environments.

Education
Our Education offerings include doctoral and master's programs with specializations spanning multiple areas in the field of education. We empower future educators and leaders with advanced skills and knowledge to shape the next generation.

Social Work
The Department of Social Work now offers degree programs at the bachelor's, master's, and doctoral levels. These programs are designed to equip students with the theoretical foundation, practical skills, and ethical framework required to excel in the social work profession and address complex social issues.

As a student 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 Abrego 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, student-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

Master of Science (MS) in Clinical Mental Health Counseling

School of Social and Behavioral Sciences

Students 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 students 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 students 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. 279)
Addiction Treatment and Recovery (p. 281)
Child and Adolescent Counseling (p. 283)

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 students who want to take advantage of maximum flexibility in choosing their additive course content. Students 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 students 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 student, faculty and staff are responsible for educating and assessing students 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.

Students 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.

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

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on **Capella's website** for more information.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; students 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).**

Students 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 students 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, students 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

Students 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. Students 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. Students may register for a third internship course **(COUN6333)** 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 students 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 students who want to increase their knowledge of substance abuse, addiction, and compulsive behaviors. Students 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.

Students 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 students 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 students 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 student, faculty and staff are responsible for educating and assessing students 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.

Students 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.

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

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on **Capella's website** for more information.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; students 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).**

Students 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 students 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, students 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

Students 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. Students 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. Students may register for a third internship course **(COUN6333)** 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 students 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 students who want to expand their knowledge, theory and best practices necessary to support the social emotional growth and development of children and adolescents. Students 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.

Students 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 students 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 students 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 student, faculty and staff are responsible for educating and assessing students 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.

Students 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.

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

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on **Capella's website** for more information.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; students 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).**

Students 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 students 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, students 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

Students 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. Students 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. Students may register for a third internship course **(COUN6333)** 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 students 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

Students 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 students to serve as marriage and family therapists for clients in various therapeutic settings. Students interact with the curriculum through a dynamic and collaborative learning environment. In the program, students 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 students 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 students 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 student, faculty and clinical supervisors are responsible for educating and assessing students 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	Gender and Sexuality in MFT	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.

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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; students 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).** Students 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 students to practice in the areas of systemic theories and intervention, assessment, legal and ethical issues, and advanced therapy. Through the pre-clinical residencies, students 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

Students 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. Students 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. Students 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 students take during internship course MFT6233, students 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 students 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, students demonstrate proficiency in evidence-based counseling approaches for P-12 children and adolescents.

Specializations
General School Counseling (p. 287)
Addiction Treatment and Recovery (p. 289)
Child and Adolescent Counseling (p. 291)

MS in School Counseling, General School Counseling

The General School Counseling specialization is designed for graduate program counseling students who want to take advantage of maximum flexibility in choosing their additive course content. Students 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 students 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 student, faculty and staff are responsible for educating and assessing students 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.

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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; students 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.

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on **Capella's website** for more information.

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)**. Students 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 students 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

Students 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. Students 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. Students may register for a third internship course **(COUN6333)** 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 students 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 students who want to increase their knowledge of substance abuse, addiction, and compulsive behaviors. Students 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.

Students 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 students 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 students 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 student, faculty and staff are responsible for educating and assessing students 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.

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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; students 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.

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on **Capella's website** for more information.

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)**. Students 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 students 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

Students 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. Students 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. Students may register for a third internship course **(COUN6333)** 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 students 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 students who want to expand their knowledge, theory and best practices necessary to support the social emotional growth and development of children and adolescents. Students 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.

Students 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 students 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 students 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 student, faculty and staff are responsible for educating and assessing students 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.

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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; students 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.

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on **Capella's website** for more information.

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)**. Students 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 students 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

Students 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. Students 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. Students may register for a third internship course **(COUN6333)** 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 students continue to demonstrate the counseling competencies and proficiencies required in their program.

Counseling Graduate Certificate Programs

Graduate Certificate in Counseling, Contemporary Theory in Addictive Behavior

School of Social and Behavioral Sciences

The Graduate Certificate in Counseling, Contemporary Theory in Addictive Behavior 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
COUN5265	Advanced Topics in Substance Use Disorders and Behavioral Addictions	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Certificate in Counseling, Contemporary Theory in Mental Health Services

School of Social and Behavioral Sciences

The Graduate Certificate in Counseling, Contemporary Theory in Mental Health Services 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
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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Certificate in Counseling, Contemporary Theory in School-Based Services

School of Social and Behavioral Sciences

The Graduate Certificate in Counseling, Contemporary Theory in School-Based Services 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Certificate in Counseling, Systemic Couple and Family Therapy

School of Social and Behavioral Sciences

The Graduate Certificate in Counseling, Systemic Couple and Family Therapy is designed for professionals seeking to increase their knowledge of couple and family therapy. Students 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

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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.

Graduate Certificate in Play Therapy

School of Social and Behavioral Sciences

The Graduate Certificate in Play Therapy is designed for mental health professionals from a variety of backgrounds and specialties. Students explore the evolution and core systems of play therapy; play therapy techniques, models, and applications; and experientially based supervision practices in filial play therapy and individual and group play therapy. The curriculum also emphasizes developmental and ethical and legal issues associated with providing therapy. Current Capella students enrolled in the Graduate Certificate in Play Therapy 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
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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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; students are responsible for understanding and complying with the requirements of the state in which they intend to work.

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 students 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. 296)
General Psychology, FlexPath option (p. 299)
Applied Behavior Analysis (p. 303)

Accelerated Master's Pathways
BS in Psychology/MS in Psychology option, General Psychology (p. 297)
BS in Psychology/MS in Psychology option, General Psychology, FlexPath option (p. 301)

BS in Psychology, General Psychology

School of Social and Behavioral Sciences

Undergraduate students 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, students 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. 148)**.**

Required courses

MAT2010	Practical Statistics	6
PSYC1010	Introductory Psychology	3
PSYC2520	Social Psychology in Action	3
PSYC2600	Development Across the Lifespan	3

Additionally, choose a minimum of 4 quarter credits from English (ENG) courses.

Additional Program Requirements[†]

ACS1003	Building Skills for Academic Success	6

Core courses

At least 36 quarter credits[‡]

PSYC2002	The Skillful Psychology Student	6
	Or	
PSYC2003	The Skillful Psychology Student	6
PSYC1540	The Psychology of Human Differences and Society	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 36 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
PSYC2700	Child Development	3
PSYC2720	Adolescent Psychology	3
PSYC2740	Adult Development and Aging	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 24 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 57 quarter credits of additional undergraduate courses.[§]

Capstone course

At least 6 quarter credits
Taken during the student's final quarter:

PSYC4900	Psychology Capstone Project	6

Total

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

Honors Pathway

Students 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.

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

† Students 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.

‡ Students who have completed ACS1003 are required to take PSYC2003. Students who are not required to take ACS1003 are placed in PSYC2002.

§ Students who have completed ACS1003 choose 57 quarter credits of additional undergraduate elective 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 students 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, students 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

Students 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. 148)*.*

Required courses

MAT2010	Practical Statistics	6
PSYC1010	Introductory Psychology	3
PSYC2520	Social Psychology in Action	3
PSYC2600	Development Across the Lifespan	3

Additionally, choose a minimum of 4 quarter credits from English (ENG) courses.

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6

Core courses

At least 36 quarter credits‡

PSYC2002	The Skillful Psychology Student	6
	Or	
PSYC2003	The Skillful Psychology Student	6
PSYC1540	The Psychology of Human Differences and Society	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 21 quarter credits
Choose an additional 9 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
PSYC2700	Child Development	3
PSYC2720	Adolescent Psychology	3
PSYC2740	Adult Development and Aging	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 12 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 57 quarter credits of additional undergraduate courses.[§]

Capstone course

At least 6 quarter credits
Taken during the student's final quarter:

PSYC4900	Psychology Capstone Project	6

Total

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

Honors Pathway

Students 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.

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

† Students 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.

‡ Students who have completed ACS1003 are required to take PSYC2003. Students who are not required to take ACS1003 are placed in PSYC2002.

§ Students who have completed ACS1003 choose 57 quarter credits of additional undergraduate elective courses.

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

BS in Psychology, General Psychology, FlexPath option

School of Social and Behavioral Sciences

Undergraduate students 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, students 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. Students 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. 148)*.*†

Required courses

MAT-FPX2010	Practical Statistics	3
PSYC-FPX1010	Introductory Psychology	1.5
PYSC-FPX2520	Social Psychology in Action	1.5
PSYC-FPX2600	Development Across the Lifespan	1.5

Additionally, choose a minimum of 2 program points from English (ENG-FPX) courses.

Additional Program Requirements

Core courses

At least 18 program points

PSYC-FPX2002	The Skillful Psychology Student	3
PSYC-FPX1540	The Psychology of Human Differences and Society	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 18 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	1.5
PSYC-FPX2320	Introduction to Counseling and Psychotherapy	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-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 12 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 28.5 program points of additional undergraduate courses. †

Capstone course

At least 3 program points
Taken during the student's final quarter:

PSYC-FPX4900	Psychology Capstone Project	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.

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

† Students 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 students 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, students 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. Students 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

Students 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. 148).†

Required courses

MAT-FPX2010	Practical Statistics	3
PSYC-FPX1010	Introductory Psychology	1.5
PYSC-FPX2520	Social Psychology in Action	1.5
PSYC-FPX2600	Development Across the Lifespan	1.5

Additionally, choose a minimum of 2 program points from English (ENG-FPX) courses.

Additional Program Requirements

Core courses

At least 18 program points

PSYC-FPX2002	The Skillful Psychology Student	3
PSYC-FPX1540	The Psychology of Human Differences and Society	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 10.5 program points

Choose an additional 4.5 program points from the following psychology courses.†

PSYC-FPX2210	Introduction to Psychology of Social Media	1.5
PSYC-FPX2240	Psychology of the Workplace	1.5
PSYC-FPX2320	Introduction to Counseling and Psychotherapy	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-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 6 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

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

Elective courses

At least 28.5 program points
Choose 28.5 program points of additional undergraduate courses.†

Capstone course

At least 3 program points
Taken during the student's final quarter:

PSYC-FPX4900	Psychology Capstone Project	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.

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

† Students 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 students 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, students 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. 148)**.**

Required courses

MAT2010	Practical Statistics	6
PSYC1010	Introductory Psychology	3
PSYC2520	Social Psychology in Action	3
PSYC2600	Development Across the Lifespan	3

Additionally, choose a minimum of 4 quarter credits from English (ENG) courses.

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6

Core courses

At least 30 quarter credits‡

PSYC2002	The Skillful Psychology Student	6
	Or	
PSYC2003	The Skillful Psychology Student	6
PSYC1540	The Psychology of Human Differences and Society	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 Measurements	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 57 quarter credits
Choose 57 quarter credits of additional undergraduate courses.[§]

Capstone courses

At least 12 quarter credits
Taken during the student'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

Students 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.

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

† Students 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.

‡ Students who have completed ACS1003 are required to take PSYC2003. Students who are not required to take ACS1003 are placed in PSYC2002.

§ Students who have completed ACS1003 choose 57 quarter credits of additional undergraduate elective 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; students 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 students 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 students 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. 148)**.**

Required courses

MAT2010	Practical Statistics	6
PSYC1010	Introductory Psychology	3
PSYC2520	Social Psychology in Action	3
PSYC2600	Development Across the Lifespan	3

Additionally, choose a minimum of 4 quarter credits from English (ENG) courses.

Additional Program Requirements†‡

ACS1003	Building Skills for Academic Success	6

Core courses‡

At least 36 quarter credits

PSYC2002	The Skillful Psychology Student	6
	Or	
PSYC2003	The Skillful Psychology Student	6
PSYC1540	The Psychology of Human Differences and Society	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 36 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
PSYC2700	Child Development	3
PSYC2720	Adolescent Psychology	3
PSYC2740	Adult Development and Aging	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 12 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 57 quarter credits of additional undergraduate courses.[§]

Capstone courses

At least 6 quarter credits
Taken during the student's final quarter:

PSYC4900	Psychology Capstone Project	6

Total

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

Honors Pathway

Students 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.

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

† Students 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.

‡ Students who have completed ACS1003 are required to take PSYC2003. Students who are not required to take ACS1003 are placed in PSYC2002.

§ Students who have completed ACS1003 choose 57 quarter credits of additional undergraduate elective 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 student's final year of the undergraduate program. Students must gain school approval prior to registering for the graduate-level courses.

In this program, students 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, students are required to select their MS track as part of the approval process. Students 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 students 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. Students 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. Students integrate basic behavior analytic theory, as well as basic and applied research with the practice of applied behavior analysis. Upon completion, students 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, students 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 students 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 student, faculty and staff are responsible for educating and assessing students 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
RSCH-V8925	Doctoral Project Development - Topic Ideation	3
RSCH-V8926	Doctoral Project Development - Topic Development	3
RSCH-V8927	Doctoral Project Development - Framework Development	3

Upon completion of all required coursework

PSY9919	Doctoral Comprehensive Examination	3

Students must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students with advanced academic preparation with an emphasis on research and scholarship. Students 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. 308)
Developmental Psychology (p. 309)
Educational Psychology (p. 310)
Industrial/Organizational Psychology (p. 311)

PhD in Psychology, General Psychology

School of Social and Behavioral Sciences

The doctoral General Psychology specialization is for students who want flexibility in designing a program based on their professional interests. Students 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, students 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.

Choose one from the following two courses.

RSCH8625	Advanced Quantitative Statistics	4
RSCH8635	Advanced Qualitative Analysis	4

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
RSCH-V8925	Doctoral Project Development - Topic Ideation	3

RSCH-V8926	Doctoral Project Development - Topic Development	3
RSCH-V8927	Doctoral Project Development - Framework Development	3

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

Students must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3

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 Teaching of Psychology	5
PSY8130	Adult Student 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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
RSCH-V8925	Doctoral Project Development - Topic Ideation	3
RSCH-V8926	Doctoral Project Development - Topic Development	3
RSCH-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

Students must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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
RSCH-V8925	Doctoral Project Development - Topic Ideation	3
RSCH-V8926	Doctoral Project Development - Topic Development	3
RSCH-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 Teaching of Psychology	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 Student in the Classroom	5
PSY8150	Exceptional Children in the Classroom	5
PSY8170	Principles of Instructional Design	5
PSY8770	Psychology of Motivation and Performance	5

Students must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students interested in the structure of psychology in the workplace and other organizational settings. Students 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
RSCH-V8925	Doctoral Project Development - Topic Ideation	3
RSCH-V8926	Doctoral Project Development - Topic Development	3
RSCH-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

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
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

Students must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students for professional clinical psychology practice and eligibility to apply for clinical psychologist licensure in many states. Students 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 students 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 student, faculty and staff are responsible for educating and assessing students 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

Students must register for PSY8950 a minimum of three times to fulfill their program requirements.

PSY8950	Clinical Psychology Doctoral Practicum	4

Students must register for PSY9962 a minimum of four times to fulfill their program requirements.

PSY9962	Clinical Psychology Doctoral Internship	3

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

Students must register for PSY9960 a minimum of three times to fulfill their program requirements.

PSY9960	Dissertation Courseroom	3

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.

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

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on Capella's website for more information.

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; students 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.

Academic Standing

Doctor of Psychology (PsyD) in Clinical Psychology students must pass all courses with a 3.0 or higher. A grade of "B" or better is required in the following courses: PSY8001, PSY5120, PSY5410, PSY5420, PSY6015, PSY6095, PSY7320, PSY7421, PSY7610, PSY8220, PSY8221, PSY8371, PSY8501, PSY8502, PSY-R8200, PSY-R8203, PSY-R8206, PSY-R8209, PSY-R8212, PSY-R8215, and PSY-R8218. The above courses can be taken no more than twice (initial enrollment + one repeat). A student may repeat at most two of these courses in total. Accumulating three course failures results in administrative dismissal from the Doctor of Psychology (PsyD) in Clinical Psychology program.

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 students 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 students 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 students 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 students 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 students must follow the internship application process and completion guidelines stated in the Clinical PsyD Program Manual, available on Campus.

Internship Requirements

- Student 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. Students are responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.

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 students 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 students 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 students 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 student, faculty and staff are responsible for educating and assessing students with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

One ten-week course with a five-day embedded in-person residency experience (PSY-R7004). 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

Students must register for PSY7121 a minimum of three times to fulfill their program requirements.‡

PSY7121	School Psychology Internship	4

PSY5063	Data Based Decision Making	5
PSY-R7004	Professional Readiness in School Psychology	3
PSY7013	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	Social, Emotional and Behavioral Assessment	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

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students who intend to pursue state licensure or certification as a school psychologist.

‡ Students are required to take the Praxis Series tests concurrently with PSY7121. Students 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.

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on **Capella's website** for more information.

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; students 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 mission of the Master of Science in Applied Behavior Analysis (ABA) program is to prepare students to be skilled practitioners in the field of behavior analysis who rely on evidence-based practices to address behaviors of social significance. The program achieves its mission by delivering a competency-based curriculum emphasizing theoretical foundations and their application in compassionate practice in various settings through an innovative online learning experience.

Specializations

Autism Spectrum Disorder (p. 317)
Behavior Analysis in Education (p. 318)

Organizational Behavior Management (p. 319)

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, students 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 students 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 student, faculty and staff are responsible for educating and assessing students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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; students 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, students 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 students 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 student, faculty and staff are responsible for educating and assessing students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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; students 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, students 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 students 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 student, faculty and staff are responsible for educating and assessing students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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; students 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. Students 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. 320)
Clinical Counseling (p. 321)
Forensic (p. 322)

MS in Clinical Psychology, Applied Research

School of Social and Behavioral Sciences

The Applied Research specialization provides master's students 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 students further develop their understanding of the application of research methodology, psychotherapy theories, tests and measurement, psychopathology, human development and 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 students 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 student, faculty and staff are responsible for educating and assessing students with regard to their personal suitability and fitness for the profession.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Students	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Clinical Psychology, Clinical Counseling

School of Social and Behavioral Sciences

Students 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 students.

The master's Clinical Counseling specialization focuses on students' 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 and 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 students 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 student, faculty and staff are responsible for educating and assessing students 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 nine 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
PSY6505	Principles of Family Psychology	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.

Students 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.

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

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on Capella's website for more information.

This specialization is not accredited 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; students 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 students register for Track 1 within the first two quarters of enrollment and Track 2 when they complete between 20 and 40 quarter credits. Students 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 students to receive training and practice in the above skill areas.

At all MS in Clinical Psychology residencies, in addition to formal instruction and practice, students participate in cohort group sessions that allow faculty and students 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 students and faculty.

Through MS in Clinical Psychology residencies, students gain a stronger sense of academic community by networking and discussing research, coursework, and projects face-to-face with fellow students 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, students should refer to their specialization manual.

MS in Clinical Psychology, Forensic

School of Social and Behavioral Sciences

The Forensic specialization presents master's students 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 students 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 student, faculty and staff are responsible for educating and assessing students with regard to their personal suitability and fitness for the profession.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Students	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 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. Students 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. 324)
General Psychology, FlexPath option (p. 324)
Child and Adolescent Development (p. 325)
Child and Adolescent Development, FlexPath option (p. 325)
Educational Psychology (p. 326)
Educational Psychology, FlexPath option (p. 327)
Industrial/Organizational Psychology (p. 327)

Industrial/Organizational Psychology, FlexPath option (p. 328)
Sport Psychology (p. 329)
Sport Psychology, FlexPath option (p. 330)

MS in Psychology, General Psychology

School of Social and Behavioral Sciences

The General Psychology specialization provides master's students 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 Students	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 student's final quarter

PSY5201	Integrative Project for Master's Degree in Psychology	5

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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)*

* The MS in Psychology, General Psychology specialization may not be combined with the Educational Psychology specialization.

MS in Psychology, General Psychology, FlexPath option

School of Social and Behavioral Sciences

The General Psychology specialization provides master's students 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. Students 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 Students	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 student's final quarter

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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, students 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 Students	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
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 student's final quarter

PSY5201	Integrative Project for Master's Degree in Psychology	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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, students 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. Students 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 Students	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 student's final quarter

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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 students 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 Students	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 student's final quarter

PSY5201	Integrative Project for Master's Degree in Psychology	5

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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)*

* The MS in Psychology, Educational Psychology specialization may not be combined with the General Psychology specialization.

MS in Psychology, Educational Psychology, FlexPath option

School of Social and Behavioral Sciences

The master's Educational Psychology specialization offers students 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 students 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. Students 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 Students	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 student's final quarter

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students who are interested in the

application of industrial/organizational behavior principles and research found in the workplace and other organizational settings. Students 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 Students	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 student's final quarter

PSY5201	Integrative Project for Master's Degree in Psychology	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students who are interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings. Students 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. Students 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 Students	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 student's final quarter

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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 students 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 Students	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
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 student's final quarter

PSY5201	Integrative Project for Master's Degree in Psychology	5

Total

At least 58 quarter credits

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

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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 students plan to apply these principles to settings such as fitness/health clubs, sports camps, and resort-based wellness programs. Students 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 Students	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 student's final quarter

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 students 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 students 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 students 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 student, faculty and staff are responsible for educating and assessing students with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

One ten-week course, with a five-day embedded in-person residency experience (PSY-R7231) and one ten-week course with a four-day embedded virtual residency experience (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 Students	5
PSY5420	Multicultural Perspectives in Human Behavior	5
PSY6005	Child and Adolescent Counseling	4
PSY7212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention	5
PSY7234	Cognitive and Academic Assessment	5
PSY7310	Biological Basis of Behavior	5
PSY7331	Principles of School Psychology	5
PSY7421	Cognitive/Affective Psychology	5
PSY7610	Tests and Measurements	5
PSY-R7231	Cognitive and Adaptive Assessment with Residency	5
PSY-V6002	Response to Intervention and Functional Behavior Assessment	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.

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

Students in the MS in School Psychology program are required to complete PSY6000 with a grade of "B" or higher as a condition of continued enrollment in the program.

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on **Capella's website** for more information.

Capella's MS in School Psychology is not intended to lead to license, endorsement, or professional credential. Students 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; students 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, students 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 students 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, students 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.

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

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under “How to Apply” on Capella’s website for more information.

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.

Education Academic Offerings Doctor of Education (EdD)

School of Social and Behavioral Sciences

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. Students 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. 332)
Curriculum and Instruction (p. 333)
Educational Leadership (p. 334)
Educational Leadership, FlexPath option (p. 335)
Performance Improvement Leadership (p. 336)
Reading and Literacy (p. 336)

EdD, Adult Education

School of Social and Behavioral Sciences

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, students 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. Students 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 students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Social and Behavioral Sciences

Students 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. Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Social and Behavioral Sciences

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, students 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 students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Social and Behavioral Sciences

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, students 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 students with the opportunity to strengthen and apply analytical, leadership, communication, and change management skills to address critical, real-world problems of practice. Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Social and Behavioral Sciences

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, students broaden and deepen their understanding of both strategic and tactical issues that are important to the success of any performance improvement intervention. Students 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. Students 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
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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Social and Behavioral Sciences

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, students 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 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Social and Behavioral Sciences

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 students' abilities to excel as practitioners in their chosen field. Students in the degree program acquire and apply relevant learning theory; discern the needs of students; and gain an understanding of 21st-centruty trends, innovation in various fields of education, and assessment and learning.

Specializations

Adult Education (p. 338)
Curriculum and Instruction (p. 338)
Early Childhood Education Studies (p. 339)
English Language Learning and Teaching (p. 340)
Higher Education Leadership and Administration (p. 341)
Instructional Design and Educational Technology (p. 341)
Leadership in Educational Administration (p. 342)
Reading and Literacy (p. 344)
Special Education Teaching (p. 345)

MS in Education, Adult Education

School of Social and Behavioral Sciences

The master's Adult Education specialization is designed to enhance students' 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. Students evaluate the learning styles of individuals from various backgrounds, collaborative learning, and program development for the adult student. Students 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

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.

Students who do not complete 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 Social and Behavioral Sciences

Students 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
ED5504	Strategies for Differentiated Instruction	4
ED5707	Instruction for Students with Disabilities	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
ED5503	Classroom Management Strategies	4
ED5533	Curriculum Mapping: Reflection and Practice	4
ED5538	Program Evaluation of Curriculum and Instruction	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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.

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on Capella's website for more information.

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

MS in Education, Early Childhood Education Studies

School of Social and Behavioral Sciences

The specialization offers master's students the opportunity to expand their knowledge and improve their teaching skills and ability to help young children learn. It prepares students 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. Students 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

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Social and Behavioral Sciences

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 Students (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, students 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 Students	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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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

School of Social and Behavioral Sciences

The master's Higher Education Leadership and Administration specialization integrates current theory and best practices with practical application. Students 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

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.

Students who do not complete 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

School of Social and Behavioral Sciences

The master's Instructional Design and Educational Technology specialization provides students 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 students 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 students' 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.

Students who do not complete 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 Social and Behavioral Sciences

The master's Leadership in Educational Administration specialization is aligned with nationally recognized leadership standards and is designed to help students 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, students 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

Students must register for ED5905 a minimum of two times to fulfill their specialization requirements.

ED5905	Principal Capstone Clinical Experience	Non-credit

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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

Students 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. Students 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.

Students 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.

Students 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 students must pass the Praxis II Series Educational Leadership: Administration and Supervision (ELAS 5411 or 5412) with a score of 145. Students must identify Capella University as a recipient to ensure the score report is sent to the university. Students 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. Students are responsible for any costs associated with this assessment.

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on **Capella's website** for more information.

Students 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; students 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 Social and Behavioral Sciences

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. Students 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.

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

This program may not be available in all states and/or territories. See the State Enrollment Restrictions under "How to Apply" on Capella's website for more information.

Practicum/Internship Experience

Students 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. Students 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.

Students 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; students 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.

Students 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.

Students are required to pass the Minnesota Teacher Licensure Examinations (MTLE) to successfully complete their program. Students must identify Capella University as a recipient to ensure the score report is sent to the university. Students 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 Social and Behavioral Sciences

The master's Special Education Teaching specialization is intended for teachers who want to help students with disabilities achieve success in P-12 environments. The curriculum, developed around national special education standards, is designed to help teachers effectively instruct and advocate for the populations of children with disabilities. Students 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
ED5504	Strategies for Differentiated Instruction	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

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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)*

Department of Social Work Academic Offerings

Bachelor of Social Work (BSW)

School of Nursing and Health Sciences

In this program, students 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, students are provided with ongoing opportunities to develop and enhance critical thinking, technological and leadership skills with individuals, families, groups, organizations, and communities. This program is designed and intended to meet licensure requirements for a bachelor level social work credential.

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. 148)*.*

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 Services	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

Students 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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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; students 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

Students 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, students 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 students with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, students engage in an integrated practicum/internship seminar to support their professional development.

Students 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 students with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, students 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 Nursing and Health Sciences

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. Students 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. This program is not designed or intended to meet licensure requirements for any licensed profession.

All courses taken in a prescribed sequence.

SWK8010	Advanced Social Work Practice: Integrating Technology and Teaching in Academic and Agency Settings	4
PSL8130	Action Research for Public Service Leadership	4
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
RSCH-V8926	Doctoral Project Development - Topic Development	3
RSCH-V8927	Doctoral Project Development - Framework Development	3

Upon completion of all required coursework, students must register for PSL9971 a minimum of three times to fulfill their program requirements.

PSL9971	Doctoral Capstone	3

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.

Students who do not complete all program requirements within quarter credit/program point minimums will be required 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 Nursing and Health Sciences

The Master of Social Work (MSW)—Advanced Standing degree program provides students 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. Students 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, students engage in face-to-face residency experiences. Upon successful completion of the generalist curriculum, students further develop their specialized, advanced generalist practice skills by selecting electives in the areas of clinical practice, leadership and supervision, or human services. Students 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. This program is designed and intended to meet licensure requirements for an advanced generalist level social worker or a masters level clinical social worker credential.

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	Psychopathology and Advanced Interventions: Theory and Practice	4
SWK5014	Advanced Social Work Practice with Individuals and Families	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
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 two from the following recommended courses.

SWK5800	Advanced Clinical Social Work Practice with Children and Youth	4
SWK5801	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youth	4
SWK5802	Advanced Clinical Social Work Practice with Adults	4
SWK5803	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults	4
SWK5804	Innovative Leadership and Supervision in Social Work Practice	4
SWK5806	Advanced Clinical Practice with Psychopharmacology	4
SWK5807	Advanced Social Work Practice in Healthcare	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 area as approved by the academic program director.

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.

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

† Students are encouraged to contact their academic advisors for additional details.

Students in the Master of Social Work—Advanced Standing program are required to complete courses SWK5526, SWK5527, and SWK5528 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; students 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

Students 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 student'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, students 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 students with the opportunity to participate in advanced practice with individuals, families, groups, and organizations. Additionally, students engage in an advanced integrated practicum/internship seminar to support their advanced generalist practice development.

Students 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 students with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, students 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 Nursing and Health Sciences

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. This program is designed and intended to meet licensure requirements for an advanced generalist level social worker or a masters level clinical social worker credential.

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	Psychopathology and Advanced Interventions: Theory and Practice	4
SWK5014	Advanced Social Work Practice with Individuals and Families	4
SWK5015	Advanced Statistics, Research, and Program Evaluation	4
SWK5016	Integrative Technology in Advanced Social Work Practice	4
SWK5017	Clinical Supervision and Leadership in Social Work Practice	4
SWK5018	Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice	4
SWK5025	Foundation Practicum 1	4
SWK5026	Foundation Practicum 2	4
SWK5526	Advanced Internship Practicum 1	4
SWK5527	Advanced Internship Practicum 2	4
SWK5528	Advanced Internship Practicum 3	4

Two Elective Courses

At least 8 quarter credits.
Choose two from the following recommended courses.

SWK5800	Advanced Clinical Social Work Practice with Children and Youth	4
SWK5801	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youth	4
SWK5802	Advanced Clinical Social Work Practice with Adults	4
SWK5803	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults	4
SWK5804	Innovative Leadership and Supervision in Social Work Practice	4
SWK5806	Advanced Clinical Practice with Psychopharmacology	4
SWK5807	Advanced Social Work Practice in Healthcare	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 area as approved by the academic program director.

Total

At least 88 quarter credits

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

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

† Students 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; students 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**.

Students in the Master of Social Work program are required to complete courses SWK5025, SWK5026, SWK5526, SWK5527, and SWK5528 with a grade of "B" or higher as a condition of continued enrollment in the program.

Practicum/Internship

Students 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, students 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 students with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, students engage in an integrated practicum/internship seminar to support their professional development.

Students 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 students with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, students 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.

Course Descriptions

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 student audio recordings. Students 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)

This course emphasizes the application of advanced accounting techniques to organizational situations. This includes the function of budgetary systems in organizational planning, management, and control, and the application of a systems approach to budgeting.

Prerequisite: MBA5010 or MBA6014.

ACS - Academic and Career Success

ACS1003 - Building Skills for Academic Success (6)

Students in this course begin to build and strengthen the knowledge, skills, and abilities needed to succeed in a bachelor of science degree program and the workplace. Students develop and demonstrate business thinking and, in particular, evaluate case studies to acquire and broaden their knowledge of the creation of an organization. In addition, students expand organizational, information literacy, critical-thinking, and problem-solving skills and apply an understanding of ethics, team behaviors, and effective business writing. ***BS in Business students who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take ACS1003 during their first quarter. Cannot be fulfilled by transfer or credit for prior learning.***

ADD - Addiction Studies

ADD5217 - Ethical and Legal Issues in Addiction Treatment (4)

In this course, students evaluate current legal and ethical guidelines used in the addiction profession. Students apply decision-making models and formulate effective collaboration strategies used to resolve legal and ethical issues that arise when working with children, adults, couples, and families. Students also analyze how personal belief systems influence addiction professionals' responses to those issues.

ADD5945 - Supervision and Program Management in Addiction Treatment (4)

This course presents an overview of various supervision approaches and the ways these methods support the development of addiction professionals. Students explore addiction treatment issues associated with training, staff credentials, working with multidisciplinary staff, and ethics from research and administration perspectives. Students also review various methods used to conduct contemporary addiction research, with particular emphasis on the emerging research practices and perspectives used for evaluating substance-related treatment programs.

ADD6431 - Addiction Studies Internship (4)

This course is an online-directed, supervised internship during which students fulfill the minimum of 300 total required contact hours. Of the 300 total hours, students must provide direct services in an addiction-related setting for at least 120 hours. Students must also complete 10

hours of face-to-face contact with site supervisors. This internship provides students with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a site-based learning setting relevant to addiction treatment. ***Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: COUN-R5861 with a cumulative GPA of 3.0 or better.

ADD6432 - Addiction Studies Internship 2 (4)

This course is an online-directed, supervised internship during which students complete the contact hours needed to fulfill graduation and/or licensure requirements. Students provide direct services in an addiction-related setting for at least 100 hours. Students must also complete 10 hours of face-to-face contact with site supervisors. This internship provides students with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a site-based learning setting relevant to addiction treatment. ***Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: ADD6431 with a cumulative GPA of 3.0 or better.

ANLT – Analytics

ANLT5002 - Basic Applications of Analytics (4)

In this course, students develop the skills needed to apply the early aspects of the life cycle of analytics. Students review the different types of data sources and explore various data models and algorithms. Students also use basic tools to complete an analysis and collaborate within teams to evaluate case studies and explore ways in which stakeholder's needs are met through data intelligence. ***Must be taken during the first quarter by students who have been admitted to the MS in Analytics degree program. Cannot be fulfilled by transfer or credit for prior learning.***

ANLT5010 - Foundations in Analytics (4)

Students in this course apply data management fundamentals to data models. Students examine the concepts of data mining, ETLs, and data warehouses and also evaluate applied analytics in professional domains such as finance, marketing, and health care.

Prerequisite: Completion of or concurrent registration in ANLT5002 or ITEC5020.

ANLT5020 - Data Sources for Analytics (4)

In this course, students explain database methodologies including relational databases, flat files, dimensional modeling, RSS feeds and multi-dimensional modeling. Students examine the impact of data quality on analytics and apply ETL techniques and processes. Finally, students evaluate the application of data warehouses, data marts, and multi-dimensional cubes to decision-making and action.

Prerequisite: Completion of or concurrent registration in ANLT5010.

ANLT5030 - Statistical Methods in Analytics (4)

Students analyze the collection, organization, presentation, analysis, and interpretation of data using statistical methods. Students practice using appropriate tools to obtain a result using statistical methods and collaborate with team members to compare processes, techniques, and conclusions to understand various perspectives.

Prerequisite: Completion of or concurrent registration in ANLT5020.

ANLT5045 - Applied AI and Data Analytics for Business Leaders (4)

Students in this course develop and demonstrate their skill in the role of analytics and the applications of artificial intelligence as they relate to the field of analytics. Students examine modern analytics practices, ranging from descriptive statistics and data visualization to predictive modeling, text mining, optimization, and the latest trends in generative AI. Emphasis is placed on how AI and analytics are applied in real business contexts such as marketing, customer engagement, logistics, human resources, and financial services.

ANLT5050 - Concepts of Data Mining (4)

In this course, students develop their skills in creating a predictive model. Students apply data mining algorithms, models, and data mining modeling techniques to test, fit, and implement an algorithm and/or model with appropriate tools. Students practice interpreting results to find an application for those results. Finally, students apply control, feedback, and evaluation approaches to enhance, continue, or retire the algorithm or model using big data.

Prerequisite: ANLT5030; graduate certificate students in Advanced Analytics Using SAS® are exempt from this prerequisite.

ANLT5060 - Applied Forecasting (4)

Students evaluate forecast model outcomes to solve organizational problems. They examine the impact of time and data latency on forecasting and practice identifying patterns in the output of forecast models. Students also apply forecasting techniques to effectively communicate insights and recommendations to stakeholders.

Prerequisite: ANLT5030.

ANLT5070 - Text Mining (4)

Students in this course gain an understanding of the early stages of text mining. Students examine document management practices, text-scraping techniques, and various methods for modeling their findings as they solve text-based mining problems.

Prerequisite: ANLT5030; graduate certificate students in Advanced Analytics Using SAS® are exempt from this prerequisite.

ANLT5080 - Advanced Analytics and Modeling (4)

Students demonstrate advanced practice in applying the analytic life cycle to real-world organizational problems. Students use modern analytics tools to explore data, prepare and transform datasets, build and evaluate predictive models, and score analytic solutions to support decision-making. Emphasis is placed on applied modeling, interpretation of results, ethical use of analytics, effective communication of insights to stakeholders, and project management skills.

Prerequisite: ANLT5050.

ANLT5090 - Reporting Solutions with Analytics (4)

In this course, students examine reporting solutions that use analytics. Students analyze, select, and apply reporting solutions to fit an organizational need and evaluate different reporting frameworks.

Prerequisite: ANLT5030.

ANLT5100 - Visual Analytics (4)

Students demonstrate the value of analytic storytelling to stakeholders using visualization. Students investigate the appropriate presentation of types of data and apply best practices for the design of effective visualizations. Students also develop skills for presenting data to stakeholders in a succinct and relevant manner. Throughout the course, students utilize AI as a support tool for coding, troubleshooting, and understanding outputs. Students remain responsible for verifying results and ensuring their analysis is accurate.

Prerequisite: ANLT5030.

ANLT5900 - Capstone in Analytics (4)

This is an integrative course for students in the MS in Analytics degree program. Students synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates practical application of program content. ***For MS in Analytics students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required coursework.

ANLY - Analytics

ANLY5510 - Advanced Business Analytics (4)

In this course, students apply advanced analytics techniques to provide insight about a business and its customers including regression, classification, and nonparametric techniques. Students apply data visualization and other tools to effectively present the results of data analysis and recommendations to management.

Prerequisite: MBA5008.

ART - Art

ART1000 - Understanding the Art Around Us (6)

Students identify the basic components and forms of art as well as the themes, visual elements, and principles of art design. Students identify modern artistic tools used in creative expression.

BHA - Bachelor of Science in Health Care Administration

BHA2002 - Evolution of Healthcare Delivery in the United States (3)

Students gain a historical view of the evolving U.S. healthcare system to understand the challenges and successes from a private and public health perspective. Students investigate healthcare innovations, regulatory agencies, technology, and medical education. Students examine the ever-changing continuum of care and how it relates to medical practice and industry growth. ***Students who have received credit for BHA4002 may not take BHA2002.***

BHA2003 - Current Trends and Future Directions in Healthcare Management (3)

Students analyze developments in healthcare policy and management to better understand the present and future state of the U.S. healthcare system. Students review trends in legislation, technology, and innovation that impact the future of healthcare policy, reform, and regulatory issues. Students explore how these changes are bringing new roles and responsibilities to the healthcare industry. ***Students who have received credit for BHA4003 may not take BHA2003.***

BHA2006 - Healthcare Regulation and Regulatory Affairs (6)

Students examine health care laws at local, state, and federal levels, and identify how these laws affect patient rights, care and confidentiality; human resources; and organizational and professional licensure. Students also develop the skills necessary to meet the requirements of governing bodies. Additionally, students investigate fraud and abuse, risk management, business ethics, and corporate compliance. ***Students who have received credit for BHA4006 may not take BHA2006.***

BHA2102 - Leadership and Communication in Healthcare Management (6)

Students develop their personal leadership style in a professional healthcare setting and describe how different communication styles can impact teamwork and collaboration. Students build their knowledge, skills, and competence and apply leadership strategies to resolve workplace conflicts through authentic, real-world scenarios. ***Students who have received credit for BHA4102 may not take BHA2102.***

BHA2106 - Health Information Management in Healthcare Organizations (6)

Students integrate essential informatics concepts into healthcare administration and to manage the healthcare information lifecycle. Students analyze information system applications to make evidence-based decisions that maximize the efficiency and quality of departmental workflow. Students also examine the application of methods to improve the management of patient data, clinical knowledge, population data, and other information relevant to patient care and community health. ***Students who have received credit for BHA4106 may not take BHA2106.***

BHA2110 - Healthcare Operations and Process Improvement (6)

Students gain an understanding of how to make hospitals and clinics operate more efficiently and give the best care possible to patients. They explore how to solve real-life problems with supply management, building setup, quality of care, and resource planning. Students gain insight into the best practices for reducing waste, cutting costs, improving quality, and using new

technology effectively. ***Students who have received credit for BHA4110 may not take BHA2110.***

BHA3001 - Essentials of the Healthcare System (6)

Students build and strengthen the knowledge, skills, and abilities needed to succeed in their program and in the workplace. Students engage in interactive activities that help them develop and demonstrate a health care perspective and expand their academic success strategies including organizational, critical thinking, and problem-solving skills. Students also develop and understanding of ethics, information literacy, and effective writing. ***Must be taken during the student's first quarter. Cannot be fulfilled by transfer or credit for prior learning.***

BHA3004 - Ensuring Patient Safety and Quality Improvement in Healthcare (6)

Students examine quality improvement and risk management in healthcare. Students apply various models to increase the quality of patient care and outcomes, decrease the risk of litigation, and effect positive change. Throughout the course, students gain an understanding of how to prepare a quality dashboard utilizing common quality improvement tools, including statistical analysis; Plan, Do, Check, Act (PDCA); Six Sigma; and Rapid Cycle Improvement.

BHA3008 - Financial Management for Healthcare Organizations (3)

Students acquire an understanding of inventory control, budgeting, financial statements, and reporting. Students also demonstrate competence in preparing budgets for their scope of responsibility as healthcare professionals.

BHA3009 - Healthcare Financing and Reimbursement Models (3)

Students analyze current trends and traditional methods of payment in the healthcare industry. In particular, students examine hospital, physician, third-party, state, and federal reimbursement systems and gain an understanding of the organizational revenue cycle process and payor contracting.

BHA3010 - Introduction to Healthcare Research Methods (6)

Students examine healthcare research methodologies to assess access, quality, and cost as well as related marketing research and planning. In particular, students strengthen their knowledge of quantitative, qualitative, and mixed-methods research designs in order to better understand the needs, expectations, and social norms involved within the healthcare delivery system.

BHA3108 - Population Health Management Strategies (6)

Students investigate epidemiology and its patterns, causes, and effects relative to health and disease conditions across identified populations. Students identify evidence-based approaches to promote wellness, disease management, and evolving financial reimbursement strategies. In addition, students gain an understanding of critical factors associated with accountable care organizations and formulate applied research strategies focused on patient engagement.

BHA3112 - Introduction to Healthcare Economics (6)

Students gain an understanding of the uniqueness of the economics of healthcare. Students examine the history of how healthcare is delivered and paid for and evaluate current trends in the healthcare industry such as changes in technology, legal and regulatory issues, and government policies. Students also develop an understanding of the challenge of deciding the cost of care and providing high quality care as efficiently as possible.

BHA4020 - Health Care Administration Capstone Project (6)

The capstone project is the culmination of the BS in Health Care Administration degree program. Students demonstrate the technical and applied health care administration knowledge and the critical thinking and communication skills needed to effectively influence a dynamic health care environment, develop innovative solutions for managing U.S. health care systems, and apply continuous improvement and quality

management processes to improve organizational and patient outcomes. ***For BS in Health Care Administration students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

BHA4104 - Strategic Leadership and Workforce Planning in Healthcare (6)

Students investigate innovative solutions to strategic, tactical, and operational issues in managing healthcare systems. The primary concepts covered in this course include talent management, critical thinking, and strategic analysis. Students identify leadership qualities that promote high-performance teams and discover smart ways to solve problems in healthcare. Other course topics include organizational development, productivity management, and healthcare planning and marketing.

BIO - Biology

BIO1000 - Human Biology (6)

In this course, students examine the integrative relationship between human biological systems and the social sciences, arts, and communications. Students build and apply an understanding of topics such as human anatomy, nature versus nurture, biological psychology, human disease, and concepts related to ancestry and biology. Students also evaluate the accuracy of biological topics in the media. The course also includes lab experience.

BIO1100 - Nutrition for Everyone (6)

Students acquire an understanding of the biological processes of digestion. They identify key nutritional information for foods and describe the health impacts of imbalances of essential nutrients. In addition, students identify food for healthy menus based on nutrient requirements for different populations. ***Students who have received credit for NHS1020 may not take BIO1100.***

BMGT - Business Management

BMGT8006 - Business Principles and Practices (4)

Students in this course apply theories of organization to critically analyze the organization as an arrangement of systems to develop a holistic understanding of its interrelated, interdependent functions. ***Cannot be fulfilled by transfer.***

BMGT8008 - Ethics and Leadership in Global Environments (4)

In this course, students examine the ethics theory and practice, ethical decision making, and the leader's role in creating an ethical environment in global business. Students also explore ways to foster global ethical thinking.

BMGT8012 - Marketing Principles and Practice (4)

This course presents marketing principles and best practices. Students analyze the factors influencing marketing strategy and explore ways to use marketing theory to identify market opportunities and segments. Students then formulate appropriate marketing strategies to pursue those opportunities and markets from cultural, virtual, and global perspectives.

BMGT8016 - Strategic Management and Practice (4)

Students examine theories associated with effective strategy development, integration, and implementation across all functional areas of business operations. Students identify the skills required of strategic thinkers and leaders in today's complex global business environment and practice applying them to solve contemporary business issues.

BMGT8019 - Business Dissertation Specialization Literature (4)
This course provides a guided review of the literature in the student's specialization for the purpose of identifying a study topic. Students research and evaluate associated major threads of research and theory in the literature. The course prepares students for the development of an appropriate topic during Residency Track 1. ***Cannot be fulfilled by transfer.***
Prerequisite: BMGT8028.

BMGT8028 - Foundations of Research, Scholarly Literature, and Theory in Management (4)

Students in this course examine the structure and process of the scholarly literature in peer reviewed journals and explore the role of the scholar as social and behavioral scientist. Students critically evaluate scholarly literature, including seminal work, relevant theory, and data-based research studies from both the qualitative and quantitative traditions. Students also explore the meaning of content and process gaps, problems, and research opportunities uncovered during the literature review. ***Cannot be fulfilled by transfer.***

BMGT8035 - Tests, Measurements, and Business Research Design (4)

This course is an introduction to tests and measurement instruments commonly used in business studies. Students in this course examine instrument development, factor analysis, validity testing and review the ethical, professional, and legal aspects of the use of these instruments. Students also develop key sections of the dissertation methodology and design, incorporating appropriate instruments and corresponding validity data. ***Cannot be fulfilled by transfer.***

Prerequisite: RSCH7864, RSCH-V8926.

BMGT8043 - Quantitative Research Techniques 2 (4)

In this course, students define a quantitative research question by demonstrating the understanding of the relationship between hypothesis and theory. Students develop a research design using research questions and the appropriate sample, control variables, and statistical technique, and identify the logical connection between the hypothesis and theory. Other course topics include sample design, exploratory data analysis, multiple regression, logistic regression, factorial ANOVA, and multivariate analysis of variance (MANOVA). This course requires the use of analytical software. ***Cannot be fulfilled by transfer.***

Prerequisite: BMGT8035.

BMGT8044 - Qualitative Research Design and Data Analysis (4)

This course extends the topics covered in BMGT8040 and is designed to prepare students to develop and conduct their own qualitative study for a dissertation. Students further analyze the philosophical underpinnings of qualitative research and inquiry, emphasizing effective execution of school-approved dissertation research methodologies. These methodologies include case study, phenomenology, Delphi, and generic qualitative research. Students assess the design, sampling, and data collection strategies associated with each of the four methodologies. Students also examine the data analysis processes associated with each methodology, as well as the role of the researcher in documenting personal reflections in the collection and analysis of data. ***Cannot be fulfilled by transfer.***

Prerequisite: RSCH-V8926.

BMGT8046 - Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing (4)

This course is an in-depth review of qualitative data collection strategies, data collection guides, and data collection techniques commonly used in business research. Students use their approved dissertation research plans to develop a data collection guide and conduct an expert review and mock data collection. Students also assess the ethical issues involved in qualitative data collection associated with their study method and design and propose mitigation strategies for participant and data protection and to ensure credibility, dependability, transferability, and trustworthiness. Finally, students develop key sections of the dissertation methodology and design, incorporating the data collection strategy, and field-tested data collection guide. ***Cannot be fulfilled by transfer.***

Prerequisite: BMGT8044.

BMGT8055 - Business Special Topics: Literature Review (4)

This course guides students in the development of a comprehensive literature review. Students build on their approved Dissertation Research Plan from Residency Track 3 as the foundation for drafting Chapter 2 of their dissertation.

Students document and synthesize key seminal theoretical works, conceptual studies, and methodologies underpinning the gap in the scholarly knowledge that their proposed study addresses. While developing Chapter 2 of their dissertation, students review and apply PhD dissertation guidelines. ***Cannot be fulfilled by transfer.***

Prerequisite: RSCH-V8926.

BMGT8110 - Advanced Research in Accounting (4)

This course advances students' skills in multidisciplinary research in accounting. Students develop their skills by using LexisNexis and other research tools to efficiently and effectively conduct research across a broad range of accounting topics, including legal and regulatory guidance and social perspectives. Students analyze, synthesize, evaluate, and report their research findings to develop decision frameworks and practice in accounting. ***Cannot be fulfilled by transfer.***

BMGT8112 - Financial Reporting (4)

Students investigate financial accounting standards and practices and associated legal, regulatory, and reporting issues. Students assess the relationship between financial accounting research and practice and analyze related emerging trends, technologies, and societal implications. ***Cannot be fulfilled by transfer.***

BMGT8114 - Accounting in the Global Era (4)

Students evaluate international accounting standards and the evolving process of harmonization. Students compare U.S.-based Generally Accepted Accounting Principles (GAAP) are compared with those of other countries and assess the influence of cultures, globalization, and technology on accounting standards. Students engage in research and practice while exploring emerging trends in the profession and society. ***Cannot be fulfilled by transfer.***

BMGT8116 - Forensic Accounting (4)

Students investigate the requirements, processes, and techniques used to present accounting and financial information in the legal environment. Students analyze the relationship between forensic accounting research and practice and explore related emerging trends, technologies, and societal implications. ***Cannot be fulfilled by transfer.***

BMGT8130 - Foresight: Anticipating the Future (4)

Students in this course study the ways organizations proactively anticipate and plan for future growth opportunities. Students examine the scanning tools and technologies organizations use to develop meaningful information about the future environment; models for understanding and analyzing global trends; and new lenses for scanning, synthesizing, and analyzing strategic and competitive data. ***Cannot be fulfilled by transfer.***

BMGT8132 - Identifying Opportunities for Innovation (4)

In this course, students examine the methods and collaborative processes organizations use to identify opportunities for innovation, including scenario planning and future visualization techniques. Students also explore ways to identify risk, develop contingency plans in light of disruptive change, and communicate and disseminate those risks and plans. ***Cannot be fulfilled by transfer.***

BMGT8134 - Competing with Disruptive Innovation (4)

This course presents the disruptive innovation strategies organizations use to lead the competition. Students examine ways to reinvent industry competition and move beyond the concept of competitive strategy to developing breakthrough strategies and value innovation. ***Cannot be fulfilled by transfer.***

BMGT8136 - Building an Innovation Strategy (4)

In this course, students examine the ways organizations build innovation strategies to enhance organizational sustainability and adaptation. Students analyze the organizational elements that support a culture of innovation and change and the development of idea-generation systems, flexible processes, governance structures, and evaluation metrics. ***Cannot be fulfilled by transfer.***

BMGT8210 - Information Technology Leaders as Partners in Organizational Strategic Planning (4)

Students investigate the information technology leader's collaborative roles working with an organization's non-IT senior leadership, including aligning business strategy with IT strategy, acting as an equal contributor to the formation of organizational strategy, and integrating ethical policies and practices into an organization. Students evaluate multidisciplinary research and practices related to leadership, organizational structures, and culture. Through the lens of complexity/chaos and change theories, students analyze information technology's role in contributing to organizational resiliency. ***Cannot be fulfilled by transfer.***

BMGT8212 - Leading Information Technology Strategic Planning in Complex and Global Environments (4)

In this course, students examine processes by which senior information technology leadership must evaluate different IT governance models from a global perspective, including decision models, management structures, business engagement processes, leadership theories, and risk assessment processes. Students evaluate methods of performance measurement and control, and assess the relevance and effect of strategic partnering on IT strategic planning. ***Cannot be fulfilled by transfer.***

BMGT8214 - Guiding the Implementation of Information Technology Policies and Processes (4)

This course presents key issues related to the implementation of information technology policies and processes as day-to-day operations, including consideration of ethical and global issues, and potential effects on internal and external stakeholder needs. Students evaluate strategies for implementing different governance models and assess the ways in which those models relate to change management processes and organizational innovation.

BMGT8216 - Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4)

In this course, students evaluate evolving theories and practices that inform decisions related to the information technology system development life cycle. Students assess different development models and examine the IT leader's role in IT enterprise portfolio management against the backdrop of changing workforce considerations, including offshore, contract, multinational, and multigenerational workers in global enterprises.

BMGT8410 - Foundations of Human Resource Theory and Practice (4)

This course addresses ways in which social and economic changes have transformed human resource management's role in organizations. Students examine issues that currently impact human resources managers in today's rapidly evolving environment. In addition, students investigate the theories on which human resource practices have been built to determine their relevance in the 21st-century, information-age workplace. ***Cannot be fulfilled by transfer.***

BMGT8412 - Creating Adaptive, Innovative Workplaces (4)

In this course, students explore human resource management strategies, tools, and issues related to the changing world of work. Students analyze the ways in which HR professionals support the creation of innovative, engaging and productive work to meet the needs of the contemporary and future workplaces. Students also examine the human resource components of employee engagement to include organizational design, leadership, career development, communication, flexibility, and virtual work environments. ***Cannot be fulfilled by transfer.***

BMGT8414 - Attracting and Retaining Talent (4)

Students in this course evaluate emerging human resource management theories and practices for effectively attracting employees. Students analyze workforce selection practices for reliability and align performance management strategies to support the organizational mission. ***Cannot be fulfilled by transfer.***

BMGT8416 - Human Resource Practices for Developing Talent (4)

In this course, students explore human resources management's role in developing talent and evaluate human resource management theories and ethical frameworks associated with individual adult learning, human resource development, succession planning, mentoring, coaching, and performance management. This course emphasizes the theoretical basis of development, compensation, rewards, and motivation in order to better serve organizations and to contribute to the knowledge base in the human resource management field. The course also stresses the importance of evaluating and critiquing current workforce development trends in support of innovative workplace environments. ***Cannot be fulfilled by transfer.***

BMGT8430 - Advanced Concepts of Project Management Methodologies (4)

In this course, students research literature to identify best practices and evaluate appropriate methodologies leading to successful outcomes for projects and programs ranging from simple to complex. The course emphasizes appropriate methods, tools, and techniques for the Project Management Institute's (PMI) Initiating and Planning processes based on organizational environments and global influences. Students also evaluate expected project outcomes to assure alignment with strategic goals and objectives. ***Cannot be fulfilled by transfer.***

BMGT8432 - Projects as Complex Adaptive Systems (4)

Students in this course examine both seminal and current literature, such as complexity theory, to evaluate the successes and failures of projects and programs in complex and ambiguous environments. This course emphasizes Executing, Monitoring, and Controlling projects and programs based on multidisciplinary theories and applications as defined by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide). Students develop their professional, consultative, and leadership skills for successful project and program outcomes. ***Cannot be fulfilled by transfer.***

BMGT8434 - Advanced Risk Management Systems and Research (4)

In this course, students evaluate and synthesize the use of multidisciplinary theories based on the research and practice of project and program risk management. Students explore emerging trends, concepts, and methods of project and program risk management systems and research. Topics include evaluating integrated approaches to identifying, analyzing, mitigating, and managing project risks, and identifying strengths, weaknesses, and gaps in project risk management research. ***Cannot be fulfilled by transfer.***

BMGT8436 - Dynamics of Program and Portfolio Management (4)

Students in this course examine emerging trends, concepts, and methods for evaluating and applying program integration and portfolio management techniques and methods used to optimize their overall value. Topics include ethical approaches to program and portfolio management in alignment with business strategic goals and objectives within a global context. ***Cannot be fulfilled by transfer.***

BMGT8538 - Development and Evaluation of Marketing Theory (4)

Students examine theory development in marketing. They analyze foundational readings in theory development and marketing theory that support current thought leadership in the field. From this knowledge base, students complete and then expand a literature review. ***For PhD in Business Management and PhD in Organization and Management students only. Cannot be fulfilled by transfer.***

Prerequisite: PhD in Business Management students must have completed BMGT8530, BMGT8532, BMGT8534.

BMGT8610 - Leadership Theory and Practice in a Global Environment (4)

Students in this course evaluate leadership theories and practices from a historical and theoretical basis using a multi-disciplinary lens. Students also develop expanded leadership perspectives and practices, enabling them to assure the viability of their organizations in a dynamic global business environment. ***Cannot be fulfilled by transfer.***

BMGT8612 - Leadership as Personal Practice (4)

Students in this course focus on analyzing scholarly literature and emerging research trends in relational leadership. The course also emphasizes theories and models of leadership, which support a balance from hierarchical leadership to collaborative leadership. Finally, students assess personal barriers and facilitators to effective leadership and apply theories and models to personal practice. ***Cannot be fulfilled by transfer.***

BMGT8614 - Leading the Organizational System (4)

In this course, students explore leadership practice in complex and dynamic environments. Students use systems thinking and organizational theory to analyze leadership practice within the framework of organizational systems and evaluate the role of systems thinking in organizations to develop innovation in complex environments. Finally, students apply these concepts to leadership practice. ***Cannot be fulfilled by transfer.***

BMGT8616 - Leading Dynamic Systems with Multi-Dimensional Thinking (4)

Students in this course synthesize multiple ways of thinking to support effective leadership decision making. By integrating critical, creative, reflective, systems, and statistical thinking, students develop leadership qualities that allow them to apply their insights to current models and perspectives in order to envision a future with improved organizational patterns and outcomes. ***Cannot be fulfilled by transfer.***

BUS - Business

BUS1011 - Management Fundamentals (3)

Students gain an understanding of the basic ideas of management and how they apply to organizations. Students examine how planning, organizing, controlling, and leading are important for managers. They also compare current management methods and future trends. Students gain an understanding of how to use management skills in all types of careers. ***Students who have received credit for BUS3011 may not take BUS1011.***

BUS1050 - Principles of Microeconomics (6)

Students gain an understanding of the optimizing behavior of individual consumers and firms. They explain the relationship between individual decisions in terms of the efficiency and fairness of markets and market outcomes. Additionally, students identify microeconomic principles found in real-world situations.

BUS2003 - Introduction to Business Perspectives (6)

Students build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Students engage in interactive activities that help them develop and demonstrate a business perspective and expand their organizational, research, and critical-thinking skills. Other topics include ethics, team relationships, project creation, and writing effectively for business. ***For BS in Business students only. Students who have received credit for BUS3003 may not take BUS2003. Students may only earn credit for BUS2003 or BUS3006 or BUS2007. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ACS1003.

BUS2007 - Introduction to Business Perspectives (6)

Students build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Students engage in interactive activities that help them develop and demonstrate a business perspective and expand their organizational, research, and critical-thinking skills. Other topics include ethics, team relationships, project creation, and writing effectively for business. ***For BS in Business students only. Students who have received credit for BUS3007 may not take BUS2007. Students may only earn credit for BUS2003 or BUS2007. Cannot be fulfilled by transfer or credit for prior learning.***

BUS2012 - Leadership Fundamentals (3)

Students examine the principles of leadership behavior and their application in business and community settings. Students develop and demonstrate awareness of the characteristics, styles, and practices necessary for effective leadership. ***Students who have received credit for BUS3012 may not take BUS2012.***

BUS2021 - Business Law Fundamentals (3)

Students explore and articulate the influences on businesses of statutory, contract, and legal entity law. Students evaluate the historical underpinnings and origins of the court system's ability to adjudicate commercial disputes. Students also develop and demonstrate their legal vocabulary, an understanding of core legal concepts, and basic legal research skills. ***Students who have received credit for BUS3021 may not take BUS2021.***

BUS2030 - Marketing and Sales Fundamentals (6)

Students investigate the fundamentals of marketing and sales, including market research and planning, product differentiation and positioning, marketing communications, differences between consumer and business markets, and relational marketing and sales strategy. Students demonstrate course competencies by preparing and presenting a marketing and sales plan and a corresponding marketing and sales strategy for a simple product offering. ***Students who have received credit for BUS3030 may not take BUS2030.***

BUS2061 - Accounting Fundamentals (3)

Students gain an introduction to the accounting function in modern business organizations. Students define accounting terminology and explore its application to accounting principles. Students also apply accounting cycle strategies to business financial events and prepare financial statements from accounting system data. ***Students who have received credit for BUS3061 may not take BUS2061.***

BUS2062 - Finance Fundamentals (3)

Students gain and apply finance basics including the time value of money concepts, stock and bond valuation techniques, and capital budgeting processes. Students also demonstrate ways the relationship of domestic and global financial environments affect financial markets. ***Students who have received credit for BUS3062 may not take BUS2062.***

BUS3022 - Fundamentals of Supply Chain Management (3)

This course is an introduction to modern concepts and practices of efficient supply chain management. Students build their knowledge of and demonstrate the relevance of supply chain design in support of organizational strategy and explore ways to manage an effective supply chain. Through the use of case studies, students also analyze existing supply chain systems and recommend improvements.

BUS3040 - Fundamentals of Human Resource Management (6)

This course is a survey of the human resources management (HRM) field and its function and role in the organization. Students develop their knowledge of fundamental HRM principles and demonstrate competencies in areas such as compensation and benefits, legal requirements, and training and development.

BUS3050 - Fundamentals of Organizational Communication (6)

This course helps students understand and apply the fundamentals of organizational communication. Students analyze the interrelationship of organizational communication, symbols, culture, performance, and effective communication practices in relationships internal and external to the enterprise. Students also examine how effective organizational communication contributes to successful organizational performance and the ways elements of organizational communication interact and function in an enterprise.

BUS3062 - Fundamentals of Finance (3)

In this course, students gain and apply finance basics including the time value of money concepts, stock and bond valuation techniques, and capital budgeting processes. Students also demonstrate ways the relationship of domestic and global financial environments affect financial

markets. ***Students who have received credit for BUS3060 may not take BUS3062.***

BUS3121 - Healthcare Management Ethics (6)

Students explore how healthcare management is influenced by ethical theories, personal values, market forces, and community and organizational factors. Students create a final project that includes applying case studies, interviewing a healthcare professional, and reflecting on key takeaways and how this learning experience can impact and influence their career. Students showcase their understanding of ethical practices in healthcare management through this hands-on project.

BUS4011 - Virtual Team Collaboration (6)

Students gain knowledge of and examine practical communication and collaboration skills necessary for effective participation in and leadership of teams in a virtual networked context. Students also analyze various forms of collaborative leadership and participate in collaborative leadership experiences within a virtual networked organizational setting.

Prerequisite: BUS1011 and BUS2012.

BUS4012 - Leadership in Organizations (6)

Students create effective theories of leadership in the networked enterprise at different organizational levels and from different perspectives. Students develop and demonstrate their knowledge of the skills that support personal characteristics of effective leaders, such as coaching strategies, personal integrity, trustworthiness, courage and generosity, and an ability to encourage others to participate in leadership.

Prerequisite: BUS1011 and BUS2012.

BUS4013 - Organizational Structure, Learning, and Performance (6)

Students analyze organizational structures and their influence on organizational intelligence, learning ability, and the practical performance of an enterprise. The course includes an emphasis on the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. Students evaluate a case study that illustrates the interrelatedness of organizational structure, learning, and performance in order to create a model of a high-performance organization.

Prerequisite: BUS1011 and BUS2012.

BUS4014 - Operations Management for Competitive Advantage (6)

Students gain an understanding of operations management. Students analyze strategic product and service design, major capacity and location decision-making processes, and process and control system operations. Students use case studies to build a working knowledge of the important concepts and decision-making tools.

Prerequisite: BUS1011 and BUS2012.

BUS4015 - Strategic Planning and Implementation (6)

Students develop their understanding of strategic planning and implementation using case studies and simulations of various business planning processes and by exploring the unpredictable dimension of strategic business planning. Students show how integrating unplanned developments into existing strategy is an important part of real-world strategic planning.

Prerequisite: BUS1011 and BUS2012.

BUS4016 - Global Business Relationships (6)

Within an international business research framework, students use selected case studies and complementary theory to build and demonstrate a broad understanding of international business. Students analyze multiple dimensions of international business including cultural; business structure; finance and trade; technology and communications; and political, economic, and legal perspectives to determine patterns and hierarchies in international business cultures.

Prerequisite: BUS1011 and BUS2012.

BUS4022 - E-Marketing (6)

Students in this course examine the integrated and interrelated factors involved in e-marketing, including sourcing and sales. Throughout the course, students gain an understanding of how to

most effectively use e-marketing and e-business approaches to manage strategy, operations, supply chains, logistics, online customer profiling, and the sales cycle. Building on this knowledge, students prepare a sourcing, marketing, and sales plan for an enterprise.

Prerequisite: BUS2030.

BUS4024 - Customer Behavior (6)

Students demonstrate their knowledge of ways customers acquire, use, and dispose of goods and services. Students analyze the buyer behavior of individual consumers and evaluate the influence demographics and culture have on buyer behavior. Students also assess the managerial application of consumer behavior concepts, including current issues associated with ethics, regulation, and the role of technology.

Prerequisite: BUS2030.

BUS4027 - Public Relations (6)

Students analyze the similarities and differences between public relations and marketing and differentiate between a target audience and a target market. Students examine the interactions of public relations and its associated stakeholders, including current and new customers; shareholders; the media; financial and industry analysts; and other parts of the enterprise, such as senior management and marketing, finance, and human resources departments. Students also examine the function of public relations in non-corporate environments.

Prerequisite: BUS2030.

BUS4030 - Marketing Distribution Channel Management (6)

Students develop and apply an understanding of how to create, manage, and optimize marketing distribution channels as an integrated process. Students examine traditional and digital marketing distribution channels to gain knowledge of their strategic and operational functions within an organization. In addition, students evaluate the importance of an optimized distribution channel to the success of a product or service, as well as prepare and present a distribution channel management plan for a product or service offering.

Prerequisite: BUS2030.

BUS4033 - Brand Identity and Marketing Communications (6)

Students explore multiple forms of marketing communications media and messages, including word-of-mouth marketing and the Internet. Students consider the communication-saturated nature of the marketplace and its practical significance in focusing brand identity and selecting marketing communications.

Prerequisite: BUS2030.

BUS4035 - Global Marketing (6)

Students develop an understanding of the ways in which they can effectively approach marketing in different countries, in order to contribute to an organization's global success. Course topics include marketing an existing product outside the domestic market, developing a new product for specific country markets, and marketing from a global managerial perspective. Students also analyze the legal, regulatory, political, and cultural issues associated with international marketing.

Prerequisite: BUS2030.

BUS4036 - Marketing Research (6)

Students evaluate marketing research and examine the tools and techniques used to conduct real-world marketing research applicable to a variety of business situations. Students analyze a potential market, conduct marketing research using both primary and

secondary data, and interpret the results. Students also explore ways to apply marketing research results to managerial decision making and identify prominent marketing research trends, such as the increased use of the Internet and other forms of technology.

Prerequisite: BUS2030.

BUS4043 - Compensation and Benefits Management (6)

Students investigate theories related to compensation and reward systems in organizations and the practices used to create and maintain these systems. Students create a base benefit plan, evaluating incentive programs, and analyzing the effects of laws and regulatory agencies on compensation and benefits strategies. Students also demonstrate a working knowledge of social and legal issues pertaining to compensation and of the skills organizations need to maintain competitive HR functions.

Prerequisite: BUS3040.

BUS4044 - Legal Issues in Human Resource Management (6)

In this course, students identify the scope and purpose of the legal framework of an enterprise. Students analyze the effects of legal issues on an organization's human resource management function. Students also create strategies for managing legal issues and identify ways to implement them.

Prerequisite: BUS3040.

BUS4045 - Recruiting, Retention, and Development (6)

Students investigate strategies for recruiting, selecting, and retaining top talent in support of the strategic needs of an organization. Students analyze talent and acquisition strategies within the context of laws and regulations and explore current recruitment and selection techniques.

Prerequisite: BUS3040.

BUS4046 - Employee and Labor Relations (6)

Students investigate the dynamics of creating a mutually beneficial relationship between employer and employee, including maintaining legal compliance and cultivating positive employee morale. Students analyze and interpret factors that affect the relationships between employees and organizations and how workplace policies can influence ethically and legally sound human resource management practices. Students also identify and evaluate the impact of labor unions on the organization.

Prerequisite: BUS3040, BUS4045.

BUS4047 - Employee Training and Development (6)

In this course, students assess and apply strategies of building effective training solutions that support an organization's human resource management goals. Students identify business strategies that lead to measurable and meaningful performance results, and gain and practice a deeper understanding of learning organizations.

Prerequisite: BUS3040.

BUS4048 - International HR Management Issues (6)

This course is an introduction to human resource management (HRM) in multinational corporations. Students analyze global issues that affect HRM practices and investigate the role of culture and its influence in these organizations.

Prerequisite: BUS3040.

BUS4060 - Financial Accounting Principles (6)

Students identify financial accounting principles and ways accounting information is used to assess an organization's financial performance. Students evaluate the relationship between business events and accounting systems and analyze an organization's financial structure.

Prerequisite: BUS2061.

BUS4061 - Managerial Accounting Principles (6)

In this course, students identify the role of accounting as it relates to managing an organization, then analyze accounting systems and financial statements. Students also apply sound budgeting and time value of money principles from a managerial perspective.

Prerequisite: BUS4060.

BUS4062 - Intermediate Financial Accounting Topics and Trends (6)

Students in this course develop and exercise a working knowledge of financial accounting theory and practice using Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) pronouncements. Students acquire financial reporting skills and apply financial statement conceptual frameworks to prepare financial statements.

Prerequisite: BUS4060.

BUS4063 - Advanced Financial Accounting Topics and Trends (6)

In this course, students analyze and apply advanced financial accounting concepts and consolidated financial statement information. Students also evaluate the influence of global money markets and demonstrate knowledge of partnership and corporate accounting issues and governmental entities.

Prerequisite: BUS4062.

BUS4064 - Cost Accounting for Planning and Control (6)

This course emphasizes the role of cost and managerial accounting in the planning, control, and performance evaluation of business organizations. Students examine the theory and practice of business control and give particular attention to strategic aspects within business decision cycles.

Prerequisite: BUS4061.

BUS4065 - Income Tax Concepts and Strategies (6)

In this course, students build and strengthen their knowledge of fundamental concepts of individual, partnership, and corporate income taxation and tax-related transactions. Students examine events that affect tax decisions, apply tax guidelines, and analyze tax forms.

Prerequisite: BUS4060.

BUS4068 - Contemporary Auditing Using Investigative Accounting Practices (6)

In this course, students analyze the various types of financial and forensic audits, and the environment surrounding financial and forensic auditing. Students also assess the background, practice and methods of conducting an audit, and ancillary services offered during an examination. Finally, students use previously acquired accounting knowledge and investigative skills to render opinions and answer financial questions.

Prerequisite: BUS4063.

BUS4070 - Foundations in Finance (6)

Students analyze principles of financial decision making and ways global economic conditions affect financial theory and decision-making processes. Students also evaluate and apply finance principles using financial tools.

Prerequisite: BUS3060 or BUS2062.

BUS4071 - Financial Markets and Institutions (6)

In this course, students build a conceptual framework of financial markets and examine their roles in the global financial environment. Students also evaluate the macroeconomic variables and monetary policies that affect financial markets and assess the role of the central bank and banking system in the financial environment.

Prerequisite: BUS4070.

BUS4072 - Analysis for Financial Management (6)

This course provides students with a framework for using financial statement data in various business analysis and valuation contexts. Students examine financial statements as the basis for a variety of business analyses and evaluate the ways organizations use these statements to make business decisions.

Prerequisite: BUS4070.

BUS4073 - Investments and Portfolio Management (6)

Students analyze valuation principles and use them to evaluate various investment instruments.

Students also practice applying financial theory to real-world situations and develop a practical approach to investments.

Prerequisite: BUS4070.

BUS4074 - Entrepreneurial Finance (6)

In this course, students analyze small business financial concepts. Students examine the personal financial concepts related to business and the entrepreneurial enterprise and evaluate the components of a small business plan.

Prerequisite: BUS4070.

BUS4075 - Public and Nonprofit Finance (6)

This course presents an overview of nonprofit corporate finance practices, techniques, and concepts. Students examine public finance principles at local and governmental levels and apply financial information to business decisions of nonprofit organizations.

Prerequisite: BUS4070.

BUS4076 - Issues in International Finance (6)

In this course, students examine business strategy and the fundamentals of international finance management. Students explore the global financial environments in which multinational firms operate and apply corporate financial principles in a global context.

Prerequisite: BUS4070.

BUS4077 - Risk Management Strategies (6)

Students analyze financial risk management and examine various risk management strategies applicable to both personal and business environments. Students identify, analyze, and manage risk using insurance and alternative tools and techniques.

Prerequisite: BUS4070.

BUS4111 - Ethics in Accounting (3)

This course covers the revised AICPA Code of Professional Conduct that governs the behavior of accountants. Students analyze and apply the conceptual framework and the principles and rules within the code.

BUS4114 - Government and Nonprofit Accounting (3)

In this course, students build an understanding of the accounting methodology and reporting requirements put in place by the Government Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB) for governments and nonprofit organizations. Students also examine A-133 reporting requirements and gain the knowledge and skills necessary to prepare Form 990.

Prerequisite: BUS4062.

BUS4115 - Business Law in Accounting (6)

Students in this course acquire and demonstrate a working knowledge of the Uniform Commercial Code. Students also investigate the CPA's common law duties and liability to clients and third parties, federal securities regulation and liability of CPAs under federal securities laws, and debtor-creditor relationships. Other topics include the federal regulation of business such as antitrust, copyright, patents, money laundering, labor, employment, and the Employee Retirement Income Security Act (ERISA).

BUS4200 - Identifying Core Business Processes and Master Data (3)

Students in this course cover the role and importance of core business processes and corresponding databases used to create master data, which supports the development of effective data-related procedures for a decision support system. This course also explores tools and strategies for mapping core business processes and master data, and presents how data integrity, structure, and quality impact the ability to apply master data within a particular context. Finally, this course considers data manipulation using external and internal data in various formats.

Prerequisite: ACS1003 or BUS2007 or IT2230.

BUS4801 - Ethics and Enterprise (6)

The focus of this course is on the economic, social, and environmental effects of business decisions and policies. Students identify significant ethical issues affecting today's business environment and evaluate how businesses have responded to

them through policy development. Through case studies and examples of current business practices, students analyze successful and unsuccessful strategies for establishing ethical standards and corporate social responsibility.

BUS4802 - Change Management (6)

In this course, students acquire and demonstrate change management competencies by exploring change. Students practice change management concepts through professionally relevant, hands-on activities. In addition, students gain the knowledge and skills required to lead, facilitate, and support change management. Students examine their own experiences to gain an understanding of the unfolding dynamics of planned and unplanned change in organizations from the multiple perspectives of various stakeholders. Students analyze creative problem solving, team development, roles and responsibilities, knowledge and skills development, communication tools, and broad participation in the change process receive special attention.

BUS4993 - Business Capstone Project (6)

The capstone project is the culmination of the BS in Business degree program. Students demonstrate their technical and applied business knowledge and competencies along with critical-thinking and communication skills. Students also formulate ideas for a new business product or service, create a vision, and develop a strategic plan that describes how to implement their concept. ***For BS in Business students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

CES - Counselor Education and Supervision

CES8130 - Advanced Scholarly Inquiry (4)

In this course, students critically analyze research literature and apply academic writing expertise to develop a scholarly discourse. Students use a systemic approach to evaluate and analyze current literature on a topic and develop a research topic appropriate for the field. ***For PhD in Counselor Education and Supervision students only. Cannot be fulfilled by transfer.***

Prerequisite: CES8001.

CES8140 - Research Theory and Philosophy (4)

In this course, students examine the philosophical assumptions of scholarly research. Students analyze and synthesize literature as it relates to theoretical frameworks and apply research theory and philosophical assumptions as a foundation for research relevant to the field. ***For PhD in Counselor Education and Supervision students only. Cannot be fulfilled by transfer.***

Prerequisite: CES8130.

CES8150 - Research Design (4)

Students in this course build and demonstrate their understanding of how to design research for both quantitative and qualitative studies with additional focus on the student's dissertation research design. Students examine procedures, describe the research population and sample, establish the inclusion and exclusion criteria, and apply ethical considerations for the research. ***For PhD in Counselor Education and Supervision students only. Cannot be fulfilled by transfer.***

Prerequisite: CES8140.

CES8760 - Advanced Counseling Practice (4)

In this course, students expand and refine therapeutic skills developed through prior practice and coursework to investigate advanced counseling practice skills. Students examine the strengths and limitations of various counseling techniques and apply therapeutic models to a variety of client populations and issues. Students also conceptualize a clinical case and develop a treatment plan that is consistent with a selected theoretical preference and client needs. ***For PhD in Counselor Education and Supervision students only. Cannot be fulfilled by transfer.***

CES8768 - Counselor Education Teaching and Practice (4)

Students gain an understanding of major roles, responsibilities, and activities of counselor educators. Students analyze instructional theory and methods and evaluate ethical and legal issues associated with counselor preparation training. Students develop a philosophy of teaching and learning and examine procedures for engaging students, assessing student needs, and effectively delivering the information needed to develop

competent counselors. ***For PhD in Counselor Education and Supervision students only.***

CES8772 - Counselor Supervision (4)

Students in this course examine critical literature in counselor education, including history, standards, and legal and ethical issues. Students analyze theories, techniques, and models of counselor supervision and develop a personal supervision model. Students also study the major dimensions of supervisions and the roles and relationships associated with them. ***For PhD in Counselor Education and Supervision students only.***

CES8776 - Leadership and Advocacy in Counseling (4)

Students in this course evaluate leadership and advocacy theories, models, and skills and their applications to the professional identity and practice of counselor educators and supervisors. Students assess current topics and societal issues. Throughout the course, students analyze the field of counselor education and supervision as a whole, leadership and advocacy roles in professional organizations and counseling programs, and ways to foster leadership and advocacy competence among counselor trainees and professional counselors. ***For PhD in Counselor Education and Supervision students only. Cannot be fulfilled by transfer.***

CES8780 - Counselor Education and Supervision Practicum (4)

Students in this course engage in a clinical advanced counseling practice experience during which they articulate, synthesize, and demonstrate a range of counseling skills and knowledge bases. Students apply major counseling theories and their associated approaches to working with individuals, groups, and systems; explore course delivery and evaluation methods for educating counseling students; strengthen their clinical supervision, case conceptualization, assessment, diagnosis, and treatment skills; and demonstrate the ability to develop ethical, therapeutic relationships with clients. Students also establish short- and long-term goals and synthesize a comprehensive theoretical basis for counseling practice that is informed by evidence-based practice, professional skills, and personal meaning. This course requires 100 hours of clinical experience and no less than 40 hours of direct client contact. ***For PhD in Counselor Education and Supervision students only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: CES8760.

CES8784 - Counselor Education and Supervision Internship 1 (4)

This is the first course in a sequence of two required internship courses. By the end of the internship courses students will have completed 600 required supervised hours. Students apply skills in counseling teaching, supervision, and research in a site-based learning setting relevant to their chosen field. This course requires no fewer than 300 hours of supervised practice. ***For PhD in Counselor Education and Supervision students only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: CES8780.

CES8785 - Counselor Education and Supervision Internship 2 (4)

This is the second course in a sequence of two required internship courses. By the end of the internship courses students will have completed 600 required supervised hours. Students refine the skills they developed in CES8784 and engage in supervised teaching practice during a master's-level residency. This course requires no fewer than 300 hours of supervised practice. ***For PhD in Counselor Education and Supervision students only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: CES8784.

CES8950 - Research Internship (2)

This is the fifth course in the sequence of five required internship courses. Students in this internship apply relevant ethical research practices to all aspects of the research proposal including design, procedures, recruitment, data collection, and analysis. Students articulate the ethical considerations and processes in an application for review by the university's institutional review board. ***For PhD in Counselor Education and Supervision students only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: CES8130, CES8140, CES8150, CES8800, CES8910, CES8920, CES8930, CES8940.

CES9100 - Research and Scholarship (4)

In this course, students refine independent research skills. Students produce a comprehensive research proposal for their dissertation that applies a scholarly literature review and research questions supported by research designs appropriate for professional research in the field. Students also refine the research proposal to focus on scientific merit and ethical and culturally relevant research processes guided by the university's institutional review board. ***For PhD in Counselor Education and Supervision students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: CES8150, CES8772, CES8776, CES8780, CES8784, CES8785.

CES9600 - Counselor Education and Supervision Dissertation (4)

This course provides students with resources, guidance, and peer and mentor support as they complete their dissertation with emphasis on the following sections: recruitment, data collection, data analysis, discussion of results, and implications and recommendations of future research. ***For PhD in Counselor Education and Supervision students only. Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of three times to fulfill their program requirements. Cannot be fulfilled by transfer.***

Prerequisite: CES9100 with a cumulative GPA of 3.0 or better.

CES9960 - Dissertation Courseroom (3)

This course provides students with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***For PhD in Counselor Education and Supervision students only. Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: CES9919, RSCH-V8927, and completion of or concurrent registration in CES8780, CES8784, and CES8785 with a cumulative GPA of 3.0 or better.

COM - Communication

COM1150 - Introduction to Digital and Information Literacy (6)

In this course, students build their knowledge of digital and information literacy and technological tools to stay organized, be well-informed, maximize their time, and stand out personally and professionally in the workplace. Students use computers, software, and online tools to effectively complete a task, apply digital tools and organization techniques to effectively create timelines and set priorities, and investigate organizational strategies to maximize productivity, while leveraging information literacy strategies to ensure accuracy and evidence-based support for their work.

COM1250 - Workplace Communication (6)

Students consider everyday communication failures and discuss communication best practices to understand how to communicate well. Students build strong communication skills to help them easily share ideas, work with others, and reach their goals. They also connect how these skills can address obstacles and resolve conflict. Lastly, students practice these skills by taking part in different workplace scenarios.

COM1650 - Presenting in Virtual Spaces (6)

Students gain an understanding of the basic requirements of an effective speech. They develop skills to present information with clear organization and purpose while using a tone appropriate to the audience. In addition, students demonstrate skill with presentation software.

COM2200 - Social Media Communication (6)

Students use terms and concepts to understand and improve social media communication. They communicate via social media tools and content. In addition, students identify audience reactions to content and identify factors leading to audience engagement.

COM2300 - Visual Communication (6)

Students develop an understanding of how visual elements communicate meaning. Students use technology to communicate with visual aids. They identify visual communication concepts and explain how people perceive and interpret images. In addition, students assess their personal communication strengths and weaknesses and understand how to use visuals to enhance and improve communication.

COM3700 - Conflict Resolution (6)

In this course, students identify and analyze the factors that promote conflict and apply the fundamental skills and tools used to resolve conflict in personal and professional situations.

COM4100 - Media and Culture (6)

In this course, students analyze communication processes and the influence of mass media and social media on society. Students assess key economic, political, ethical, and social issues in intrapersonal, interpersonal and mass communication; and develop skills needed to critically consume and produce media.

COM-H - Communication

COM-H4005 - Communicating and Integrating Solutions in the Professional World (6)

In this course, students apply communication skills, information literacy, and first-hand research to complete a final professional presentation and share their findings with their instructor and peers. ***For honors pathway students only. Cannot be fulfilled by transfer.***

Prerequisite: SOC-H3005.

COUN - Counseling

COUN5002 - Lifespan Development for the Counseling Professions (4)

Students examine theories and principles of lifespan development to include biological, cognitive, social, emotional, and moral frameworks. Students analyze a variety of contexts that support typical and adaptive development in all stages of life and are exposed to current research and knowledge in the field. ***Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

COUN5007 - Research Methods for the Counseling Professions (4)

Students gain an understanding of quantitative, qualitative, and mixed-method approaches to counseling research and program evaluation. Students apply graduate-level approaches to research methodology for the counseling profession.

COUN5106 - Assessment, Tests, and Measures (4)

Students examine the assessment process and how tests and measures are used in counseling. Students also explore the evolution of assessment methods, testing strategies and interpretation, and fundamental measurement constructs.

COUN5107 - Principles of Psychopathology and Diagnosis (4)

Students in this course examine psychopathology principles, professional literature, and current issues associated with assessing mental disorders. Students critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals, couples, and families. Students also explore the current DSM classifications and diagnostic issues associated with societal populations.

Prerequisite: COUN5239 or SWK5013.

COUN5108 - Foundations of Addiction and Addictive Behavior (4)

Students gain fundamental knowledge of addiction from its historical roots through contemporary issues. Students examine theory and research that guides treatment for substance use disorders and related addictive behaviors, including the diagnosis and treatment of co-occurring mental health issues. In addition, students review empirically supported interventions for individuals, families, groups, and communities, as well as emerging issues in the field based upon current research.

Prerequisite: COUN-R5861 or COUN5260 or SWK5013.

COUN5217 - Ethical and Legal Issues in Professional Counseling (4)

Students evaluate current legal and ethical guidelines used in the counseling profession. Students apply decision-making models and formulate effective collaboration strategies used to resolve legal and ethical issues that arise when working with children, adults, couples, and families in a variety of treatment settings. Students also analyze how personal belief systems can influence counselors' responses to those issues.

Prerequisite: BS in Psychology Pre-Counseling and Therapy students 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)

This course is an introduction to current practices and trends in the clinical mental health counseling profession. Students analyze the effects of current issues and public policy on the practice of clinical mental health counseling. Students examine professional counselors' roles in a variety of health service delivery modalities within the continuum of care. In addition, students review models and strategies of professional consultation and supervision. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, Master of Social Work, Master of Social Work—Advanced Standing, and Systemic Couple and Family Therapy graduate certificate learners only.***

COUN5225 - Human Sexuality and Identity in Counseling (4)

Students in this course study sexuality within the broad context of human experience. Students examine a systemic psychosexual approach to development across the lifespan and evaluate the functionality of sexual behavior in individuals, couples, and families. In addition, students explore theory, assessment, treatments, and interventions for various issues associated with sexuality, as well as sexuality-related concerns.

Prerequisite: COUN-R5861.

COUN5238 - Crisis Assessment and Intervention (4)

Students assess crisis intervention and emergency management models and strategies used in the counseling field and develop the crisis intervention skills needed to provide counseling services in mental health settings in a timely, effective, and ethical manner. Students also investigate related topics, including working with situational crises, assessing suicide and other risks, and supporting the implementation of emergency management plans.

Prerequisite: MS in Clinical Mental Health Counseling and MS in School Counseling students must have completed COUN-R5861. Contemporary Theory in School-Based Services

graduate certificate students must have completed COUN5002.

COUN5239 - Theories of the Counseling Profession (4)

Students investigate various theories of psychotherapy and their respective philosophical principles and assumptions. Students evaluate the theoretical concepts and evidence-based practices of psychotherapy and examine appropriate application of theories and interventions to different client populations.

COUN5241 - Group Counseling and Psychotherapy (4)

Students in this course examine the theoretical components and developmental aspects of groups. Topics include types of groups, group dynamics and processes, group leadership and membership roles, ethical awareness in relation to groups, and crisis management within groups. Students must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor.

Prerequisite: COUN-R5861.

COUN5254 - Child and Adolescent Counseling (4)

Students gain an understanding of major theories and research of adolescent and child development. Students examine biological and psychosocial development factors and evaluate the influence of family, community, society, and trauma on development.

COUN5258 - Group Therapy and the Treatment of Substance-Related and Addictive Behavior (4)

Students explore group counseling as an important aspect of addictions treatment, recovery, and relapse prevention. Students develop a personal model of group treatment for substance-related and addictive disorders that is informed by counseling and group theories; ethical, legal, and cultural considerations; and group development models.

COUN5260 - Theories of Addiction Treatment (4)

Students investigate the nature of addiction problems, studying various theories and models of addiction to evaluate the validity and efficacy of associated treatment approaches. Students also utilize critical thinking skills in the application of theory to therapeutic work with specific populations.

COUN5261 - Interventions for Substance-Related and Addictive Disorders (4)

Students investigate current treatment interventions for substance-related and addictive disorders. In addition, students evaluate diagnoses for substance-related and addictive disorders and apply appropriate treatment. Topics include inpatient and outpatient treatment options, self-help groups, the use of alternative treatment modalities, and continuum of care including community resources, relapse prevention, and recovery planning.

COUN5265 - Advanced Topics in Substance Use Disorders and Behavioral Addictions (4)

Students gain and apply the knowledge and skills essential for a career as a professional addiction counselor. Students analyze advanced topics in the treatment of substance use disorders and behavioral addictions. Students develop a comprehensive understanding of ethical considerations, the nuances of working with different populations, and terminology specific to the field of substance use and behavioral addiction treatment.

COUN5266 - Family Systems and Psychoeducation in Addiction (4)

Students apply the lens of systemic thinking to examine how addiction impacts family systems. Students assess the role of psychoeducation in treating and preventing addiction with individuals and families as well as other complex facets of addiction that include the role of family dynamics, the relationship between professional systems, models of recovery, and pathology. Students also develop psychoeducation-informed family group therapy lesson plans.

COUN5268 - Psychopharmacology and Medication Management (4)

Students examine the neurobiological, behavioral, psychological, and physical effects of psychoactive substances on individuals and analyze the classifications, indications, and contraindications of commonly prescribed psychopharmacological medication. Students also apply principles of psychopharmacology to the clinical practice of counselors and therapists, including consultation and interfacing with the medical community and other systems of care.

COUN5271 - Marriage and Family Systems (4)

Students investigate families as systems from theoretical, clinical, and research perspectives. Students gain an understanding of family development, transitions, assessment, and intervention. Students also apply systems-oriented assessment models and strategies for initial interviews, hypothesis formulation, and designing a strategy for intervention.

COUN5278 - Assessment Techniques in Career Planning (1)

Students in this course focus on career planning and career assessment best practices. Students review the theoretical foundation of career assessment and examine tools to use in planning appropriate assessments for individual clients. Students also practice administering career assessment tools to gain a better understanding of career assessment analysis and interpretation. ***For MS in Clinical Mental Health Counseling students only.***

COUN5279 - Life Planning and Career Development (4)

Students develop foundational knowledge and skills applicable to career counseling and development. Students analyze theoretical models of career development as they relate to client interests, aptitudes, personalities, traits, values, and work preferences. In addition, students explore the ways in which social interests, family relationships, cultural facets, and developmental factors and circumstances resulting from life transitions relate to career development across the lifespan. Students also discuss legal and ethical issues associated with career counseling practice.
Prerequisite: BS in Psychology Pre-Counseling and Therapy students 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)

Students gain an understanding of the profession of school counseling. Students examine the history and development of school counseling; investigate ethical and legal requirements for school counselors; explore the American School Counselor Association (ASCA) National Model and service delivery systems, including specific programs and interventions; and analyze the multiple roles and functions of school counselors with various stakeholders.

COUN5284 - School Counseling Program Development and Evaluation (4)

Students gain a comprehensive understanding of development of school counseling programs and services, and the data-driven decision-making and accountability needed to sustain them. Students utilize evidence-based school counseling practices to investigate the needs, determine interventions and evaluate programs using the American School Counselor Association (ASCA) National Model as a framework.

Prerequisite: COUN5239, COUN5241, COUN-R5861.

COUN5336 - Counseling and Advocacy Across Populations (4)

Students engage with theory, research, and models that inform ethical and culturally competent counseling in a variety of settings. Students analyze counseling theories and evidence-based practices that emphasize the relevance of advocacy competencies within the profession. Throughout the course, students investigate the role of culture, values, counselor credibility, and preconception within the counseling context. Students are encouraged to explore their own societal experiences for greater insight into the counseling process and its relevance to real-world experiences. In addition, students gain an understanding of the role of the counselor advocate in promoting client wellbeing.

Prerequisite: BS in Psychology Pre-Counseling and Therapy students 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)

Students examine common characteristics, risk factors, and warning signs of mental health and behavioral disorders affecting children and adolescents. Students also critically evaluate diagnostic models, methods, and approaches and explore current DSM classifications and diagnostic issues related to children and adolescents. In addition, students investigate the impact of common medications on learning, behavior, and mood in children and adolescents.

COUN5422 - Counseling for College and Career Readiness (4)

In this course, students examine models of P-12 comprehensive career development. Students also evaluate developmentally appropriate interventions and assessments that enhance career readiness, improve graduation rates, and promote student achievement and college access.

Prerequisite: COUN5279, COUN-R5861.

COUN5424 - Instruction and Intervention for Varied Student Needs (4)

In this course, students analyze theoretical perspectives, characteristics, etiology, assessment, and interventions related to children and adolescents of different ability levels. Students evaluate differentiated instruction and inclusion models and investigate recent trends in special education, evidence-based interventions, and relevant laws for impacted students.

COUN5601 - Special Topics for Counselors (1)

Students in this course investigate a specific topic in counseling to enhance their understanding of theory, practice, and research in the counseling profession. Students will develop their understanding and application of clinical skills in preparation for professional counseling practice. ***For MS in Clinical Mental Health Counseling students only. Special permission is required for registration.***

COUN5603 - Special Topics for Counselors - 2 (1)

Students investigate a specific topic in counseling to enhance their understanding of theory, practice, and research in the counseling profession. Students develop their understanding and application of clinical skills in preparation for professional counseling practice. ***For MS in Clinical Mental Health Counseling students only. Special permission is required for registration.***

COUN5830 - Mental Health Counseling Approaches and Interventions (4)

Students cultivate foundational concepts and relationship-building skills, while analyzing introductory application of assessment, therapeutic interventions, and ethical and legal standards. Students apply theories, methods, and practices of clinical mental health counseling. ***COUN-R5861 must be taken the quarter immediately following COUN5830.***

Prerequisite: MS in Clinical Mental Health Counseling, No Specialization learners must have completed COUN5217, COUN5223, COUN5239, COUN5336.

COUN6102 - School Counseling Practicum (4)

The school counseling practicum is a supervised experience during which students practice specific counseling skills, including interviewing, assessment, intervention, documentation, and

consultation in a school counseling setting. Students use fundamental communication and interviewing counseling approaches that promote student and school success. This course requires 100 hours of practicum experience, which must consist of no less than 40 hours of direct student contact, and no less than 12 hours of face-to-face individual and/or triadic supervision with site supervisors. ***For MS in School Counseling students only. Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN5007, COUN5284, COUN-R5863, completion of or concurrent registration in COUN5422 with a cumulative GPA of 3.0 or better.

COUN6121 - Internship for School Counseling 1 (5)

This is the first course in a sequence of two required school counseling internship courses during which students engage in the comprehensive work experience of a school counselor. Students complete 600 total required contact hours comprised of a minimum of 240 hours of direct service contact with students, families, and other stakeholders, and 20 hours of face-to-face individual and/or triadic supervision with site supervisors. Throughout this internship, students develop and apply a broad spectrum of counseling skills in a school setting. Students create and deliver programs that address students' academic, social/emotional, career, and developmental needs to assist students and parents during all phases of the educational process. The internship provides opportunities for students to become familiar with a variety of professional activities and resources, including record keeping, assessment, supervision, consultation, referral, in-service training, and staff meetings. ***For MS in School Counseling students only. Special permission is required for registration. Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Cannot be fulfilled by transfer.***
Prerequisite: COUN5422, COUN6102, with a cumulative GPA of 3.0 or better.

COUN6122 - Internship for School Counseling Internship 2 (5)
This is the second course in a sequence of two required school counseling internship courses during which students engage in the comprehensive work experience of a school counselor. Students complete 600 total required contact hours comprised of a minimum of 240 hours of direct service contact with students, families, and other stakeholders, and 20 hours of face-to-face individual and/or triadic supervision with site supervisors. Throughout this internship, students develop and apply a broad spectrum of counseling skills in a school setting. Students create and deliver programs that address students' academic, social/emotional, career, and developmental needs to assist students and parents during all phases of the educational process. The internship provides opportunities for students to become familiar with a variety of professional activities and resources, including record keeping, assessment, supervision, consultation, referral, in-service training, and staff meetings. ***For MS in School Counseling students only. Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN6121, with a cumulative GPA of 3.0 or better.

COUN6131 - School Counseling Internship 1 (4)

This is the first course in a sequence of two required school counseling internship courses during which students engage in the comprehensive work experience of a school counselor. Students complete 600 total required contact hours comprised of a minimum of 240 hours of direct service contact with students, families, and other stakeholders and 20 hours of face-to-face individual and/or triadic supervision with site supervisors. Throughout this internship, students develop and apply a broad spectrum of counseling skills in a school setting. In particular, students create and deliver programs that address students' academic, social/emotional, career, and developmental needs to assist students and parents during all phases of the educational process. The internship provides opportunities for students to become familiar with a variety of professional activities and

resources, including record keeping, assessment, supervision, consultation, referral, in-service training, and staff meetings. ***For MS in School Counseling students only. Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN5420, COUN5422, COUN6102, with a cumulative GPA of 3.0 or better.

COUN6132 - School Counseling Internship 2 (4)

This is the second course in a sequence of two required school counseling internship courses during which students engage in the comprehensive work experience of a school counselor. Students complete 600 total required contact hours comprised of a minimum of 240 hours of direct service contact with students, families, and other stakeholders and 20 hours of face-to-face individual and/or triadic supervision with site supervisors. Throughout this internship, students develop and apply a broad spectrum of counseling skills in a school setting. In particular, students create and deliver programs that address students' academic, social/emotional, career, and developmental needs to assist students and parents during all phases of the educational process. The internship provides opportunities for students to become familiar with a variety of professional activities and resources, including record keeping, assessment, supervision, consultation, referral, in-service training, and staff meetings. ***For MS in School Counseling students only. Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN6131, with a cumulative GPA of 3.0 or better.

COUN6302 - Clinical Mental Health Counseling Practicum (4)

The clinical practicum is an online-directed, supervised site-based learning experience in a mental health counseling field setting during which students practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Students use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and/or families. This course requires 100 hours of clinical experience, which must consist of no fewer than 40 hours of direct client contact, and no fewer than 10 hours of face-to-face contact with an approved site supervisor. Students also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. ***For MS in Clinical Mental Health Counseling students only. Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN5007, COUN5108, COUN-R5863 with a cumulative GPA of 3.0 or better.

COUN6321 - Clinical Mental Health Counseling Internship 1 (5)

This is the first course in a sequence of two clinical internship courses during which students fulfill 600 total required contact hours in a mental health counseling setting. Of the 600 total hours, students must complete 240 hours of direct client contact and a minimum of 20 hours of face-to-face contact with the approved site supervisors. Students also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. The internship consists of a courseroom experience accompanied by supervised experience in a mental health counseling setting and provides students with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. The focus of the internship is on student professional development and the application of counseling skills under the supervision of site and faculty supervisors. ***For MS in Clinical Mental Health Counseling students only. Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN6301 or COUN6302 with a cumulative GPA of 3.0 or better.

COUN6322 - Clinical Mental Health Counseling Internship 2 (5)

This course serves as the capstone course for the MS in Clinical Mental Health Counseling program. Students engage in an online courseroom experience in addition to a supervised experience in a mental health counseling setting. Students develop specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. Students gain skills in professional development, including career preparation, and the application of counseling skills under the supervision of site and faculty supervisors. Upon successful completion of the internship, and passing the state board license exam, students are prepared to transition into roles as professional counselors who make active contributions to the field. ***For MS in Clinical Mental Health Counseling students only. Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN6321 with a cumulative GPA of 3.0 or better.

COUN6333 - Counselor Education Clinical Internship 3 (4)

Students take this clinical or school counseling internship course to complete the required contact hours needed to fulfill graduation and/or state licensure requirements. It provides additional hours of clinical or school site-based learning experience. It is the student's responsibility to research and comply with the specific clinical or school experience requirements of their states. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate students only. Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical or school experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN6132 or COUN6332 with a cumulative GPA of 3.0 or better.

COUN6965 - Applied Research and Program Evaluation in Mental Health Counseling (4)

Students demonstrate proficiency in mental health counseling by applying learning from required courses to create a program evaluation proposal in which they examine a theory-based mental health application. Students select appropriate research methods to assess client needs and evaluate outcomes in counseling interventions and programs. Students also demonstrate their understanding of using ethical and culturally relevant strategies for conducting, interpreting, and reporting results. ***For MS in Clinical Mental Health Counseling students only. Cannot be fulfilled by transfer.***

Prerequisite: MS in Clinical Mental Health Counseling, No Specialization students must have completed COUN5007, COUN5106, COUN5223, COUN5832, COUN-R5861.

COUN-R - Counseling

COUN-R5861 - The Counseling Relationship: Concepts and Skills (4)

In this first residency, students gain an understanding of clinical skills practice through coursework and a face-to-face residency. During the face-to-face residency, students analyze, develop, and demonstrate counseling concepts and skills. This course requires a time commitment after the face-to-face residency beyond the online course activities. ***For MS in Addiction Studies, MS in Clinical Mental Health Counseling, and MS in School Counseling students only. Cannot be fulfilled by transfer.***

Prerequisite: MS in Addiction Studies students must have completed ADD5217, COUN5260. MS in Clinical Mental Health Counseling students must have completed COUN5217, COUN5223, COUN5239, COUN5279, COUN5336. MS in School Counseling students must have completed COUN5217, COUN5239, COUN5279, COUN5280, COUN5336.

COUN-R5863 - The Advanced Counseling Relationship: Concepts, Skills, and Approaches (4)

In this second residency, students build upon clinical skills practice and group counseling. Students analyze, develop, and demonstrate

advanced counseling concepts, skills, and approaches during their face-to-face residency. This course requires a time commitment after the face-to-face residency beyond the online course activities. ***For MS in Clinical Mental Health Counseling and MS in School Counseling students only. Cannot be fulfilled by transfer.***

Prerequisite: COUN5106, COUN5238, COUN5241, COUN-R5861. MS in Clinical Mental Health Counseling students must have completed COUN5107, COUN5225. MS in School Counseling students must have completed COUN5420.

CSC - Computer Science

CSC4010 - Principles of Programming Languages (6)

Students explore the fundamental concepts of modern programming languages, such as Java, Python, C++/C#, Kotlin, and Rust. Students gain an understanding of principal language characteristics, including functional, imperative, and object-oriented paradigms; syntax specifications and semantic models; data typing, binding, and scoping; flow control structures and data operations; parameter passing and higher-order functions; and memory management. Students engage with the practices and techniques of implementing programming languages through the creation of an interpreter for a simple bespoke language.

Prerequisite: IT2249.

CSC4020 - Algorithms and Data Structures (6)

Students explore the design, implementation, and application of data structures and computing algorithms. Students gain an understanding of data encapsulation constructs, including linked lists, stacks, queues, hashes, trees, and graphs. Students apply techniques for sorting and searching; recursive, divide-and-conquer, greedy, and heuristic solving; graph traversal; memorization; and dynamic programming algorithms. Students practice approaches for performing analysis of run-time complexity and NP-completeness.

Prerequisite: IT2249, IT2230; MAT1200 or MAT2200.

CSC4030 - Introduction to Machine Learning (6)

Students investigate modern techniques and workflows for training, testing, and applying machine learning models in this introductory course. Students gain an understanding of industry standard ML frameworks, including TensorFlow, PyTorch, and Keras. Students explore foundational training methodologies such as supervised, unsupervised, and reinforcement learning; neural and deep-neural networks; and clustering and ensemble methods. Students utilize open-source image and structured data sets to evaluate the effects of over-fitting and generalization on model performance.

Prerequisite: IT2249; MAT1200 or MAT2200.

CSC4040 - Computer Vision (6)

Students explore the fundamentals of computer vision algorithms using industry standard open-source tools and frameworks, including OpenCV. Students gain an understanding of foundational image processing techniques for feature detection, matching, and tracking. Students practice techniques for image convolution, classification, and segmentation.

Prerequisite: IT2249; MAT1200 or MAT2200.

CSC4900 - Computer Science Capstone 1 (6)

In this first of two courses, students apply knowledge and skills from other courses as they develop a project that benefits an organization, community, or industry. Students prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, students execute the proposal, complete deliverables to meet the needs of the client, and produce a final product. ***For BS in Computer Science students only. Must be taken during the student's penultimate quarter. Cannot be fulfilled by transfer or credit for prior learning.***

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)

In this second of two courses, students continue to apply knowledge and skills from other courses as they complete a project that benefits an organization, community, or industry. Students prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, students execute the proposal, complete deliverables to meet the needs of the client, and produce a final product. ***For BS in Computer Science students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: CSC4900.

DB - Doctor of Business Administration

DB8030 - Global Operations (6)

This course presents a global perspective of company operations and the field-related and academic theories, paradigms, and best practices associated with the current global operations environment. Students examine integrated global operations functions, including design, logistics, quality, technology, access to customers, human resources, and supply chain management. ***For DBA students only.***

DB8400 - Your DBA Journey (6)

In this first course, students analyze the components of a business problem. Students use critical thinking models and practices, including the role of assumptions, to identify business problem scenarios. Students practice professional- and business-writing, acquire library skills, network with peers and doctoral support services, and learn new technological and reflective tools for further development and independent thought. ***Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

DB8405 - Effective Organizational Leadership (6)

Students in this course investigate business problems in information systems, management, and marketing experienced by leaders. Students examine models and theories found in current scholarly and practitioner literature. Additionally, students analyze project-based problem solving.

DB8410 - Addressing Problems in Human Resources and Compliance (6)

In this course, students analyze project-based concepts in human resources, business law, business ethics, and re-skilling of talent pools in the global environment. Students examine business ethical compliance using value- and rule-based argumentation. Students evaluate secondary data sources to perform due diligence when creating objective, fact-based, unbiased analyses.

DB8415 - Strategic Decision Making (6)

In this course, students identify strategic decision-making models and theories to assist in solving business financial problems. Students apply economic and managerial accounting data and management theories to business strategy decisions. Students cultivate skills using decision and visualization tools, logic frameworks, and intuitive knowledge. Additionally, students gain an understanding of gap analysis within the project perspective.

DB8420 - Teaching Business in Higher Education (6)

In this course, students develop a personal teaching philosophy regarding teaching practices, methods, models, and strategies within the fields of business and supply chain management. Students create instructional plans and measurable assessments for higher business education within adult-learning frameworks. Additionally, students write portions of business courses and assess curriculum.

DB8610 - Leadership Theory and Practice (4)

In this course, students analyze the literature on leadership styles and theories, as well as more practical aspects of creative thinking. Throughout the course, students cultivate their literature knowledge with scholarly and practical content from completed research studies. Students also identify gaps in practice using established methods of gap analysis and consider specific actionable responses to the gaps. Students investigate an array of leadership project ideas and current scenarios based on real world problems as found in the business literature. ***Cannot be fulfilled by transfer.***

Prerequisite: BMGT8614 or DB8420 or DHA8032 or NHS8051.

DB8620 - High Performance Leadership (4)

Students in this course analyze the literature within the leadership concepts surrounding high performance leadership. Students identify the concepts of reskilling management using the frameworks and theories within human resource management toward creating high performing teams and leaders. Students gain an understanding of high performing teams, high performance work practices, and various leadership development methods. Students examine the values, thinking, and practices that need to be developed to be a high-impact leader. Students discover ways to create meaningful and measurable outcomes as leaders. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8610 or DB8710.

DB8630 - Catalysts for Change (4)

In this course, students examine literature within the leadership concepts surrounding changing employee behaviors, enterprise agility, agile workforce transformation, and leading complex change. Students investigate unique frameworks and tools proven to assist in creating a project about leading teams for growth and change, leading through crises, leading transformational change, and other relevant and current topics in leadership. Students gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8620 or DB8720.

DB8640 - Seminar: Leadership Topic Development (6)

In this course, students create an individualized project topic within the specialization of organizational leadership using the capstone template. Students write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Students identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Students must achieve capstone project topic approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8630, RSCH7860, RSCH7864, RSCH7868.

DB8650 - Seminar: Leadership Literature Review (6)

In this course, students write the literature review for their individual projects. Students create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Students must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8640.

DB8710 - Strategy and Innovation: Theorizing, Crafting, Executing (4)

In this course, students analyze the literature on strategy and innovation theories, as well as more practical aspects of creative thinking. Throughout the course, students cultivate their literature knowledge with scholarly and practical content from completed research studies. Students identify gaps in practice using established methods of gap analysis to consider specific actionable responses to the gaps. Students investigate an array of strategy and innovation project ideas and current industrial, product-based, or market-based scenarios. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8420 or DHA8032.

DB8720 - Strategic Digital Transformation (4)

Students in this course analyze the literature within the strategic concepts surrounding digital transformation. Students investigate unique frameworks and tools proven to assist in creating a strategic, competitive plan for successfully leading in the digital business marketplace. Students create abbreviated proposals based on problems found within a variety of digital ecosystems to conceptualize valid and meaningful project ideas. Students identify how research techniques fit into project planning and managing for digital change. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8610 or DB8710.

DB8730 - Managing Innovation, Design, and Creativity (4)

In this course, students identify how leaders use creativity to design strategies, and examine innovative practices that drive companies to success. Students investigate unique frameworks and tools proven to assist in creating a project about corporate model innovation, strategies for leveraging ecosystems, innovative workspaces, design thinking and creativity, customer focused innovation, and other relevant and current topics in strategy and innovation. Students gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8620 or DB8720.

DB8740 - Seminar: Strategy and Innovation Topic Development (6)

Students in this course create an individualized project topic within the specialization of strategy and innovation using the capstone template. Students write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Students identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Students must achieve capstone project topic approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8730, RSCH7860, RSCH7864, RSCH7868.

DB8750 - Seminar: Strategy and Innovation Literature Review (6)

In this course, students write the literature review for their individual projects. Students create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Students must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8740.

DB8840 - Seminar: General Management Topic Development (6)

In this course, students create an individualized project topic within the specialization of general management using the capstone template. Students write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Students identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Students must achieve capstone project topic approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: RSCH7860, RSCH7864, RSCH7868; DB8630 or DB8730.

DB8850 - Seminar: General Management Literature Review (6)

In this course, students write the literature review for their individual projects. Students create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Students must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8840.

DB9801 - Proposal Writing (6)

In this course, students select their project method, data analysis technique, scholarly framework, and participant pool for their project. Students utilize previous course learning, artifacts, and tools to create an individualized project proposal, including an appropriate data collection plan and Institutional Review Board (IRB) screening form, while conducting tests and reviews of data collection instruments. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: DB8650 or DB8750 or DB8850.

DB9802 - Data Analysis Practice and IRB Approval (6)

Students gain the knowledge and skills necessary to collect data using appropriate, ethical, and structured processes as described in an approved project proposal (collection may occur if IRB approval is received). Throughout the course, students analyze datasets and writing results. Students seek and identify potential communities of interest for project result dissemination. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: DB9801.

DB9803 - Project Results (6)

Students complete data collection and analyze and write the results, findings, implications, and conclusions of their projects. Students finalize their overall project template and submit it for review and approval. Additionally, students build a plan for presenting the results of their project. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: DB9802.

DB9804 - Final Reviews and Presentation (6)

Students integrate feedback from multiple reviewers to improve and enhance their project into a final, school-approved study. Students assess the artifacts and items included in the required e-portfolio. Additionally, students write an abstract for dean approval and present a poster session to practice the dissemination of research findings. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: DB9803.

DB9971 - Doctoral Capstone (4)

This course provides students with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Students apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organization, institutional, or community concerns. ***Special permission is required for registration. Grading for this course is S/ NS. Students must register for this course a minimum of three times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

DB9980 - Doctoral Project Development (4)

This course provides students with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Students analyze, critique, and integrate information into the design and implementation of their project. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

DHA - Doctor of Health Administration

DHA8001 - Foundations of Healthcare Administration for Doctoral Students (4)

This course prepares students for doctoral-level coursework in healthcare administration. Throughout the course, students analyze and evaluate how the scholar-practitioner model provides guidance for developing competencies in effective and ethical healthcare administration

leadership, including professional and interprofessional collaboration, communication, and decision making. ***Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

DHA8004 - Innovative Business Practices in Health Care (6)

Students in this course examine various innovative health care practices, including creating a culture of accountability for personal, departmental, and organizational performance. Students evaluate their abilities as change leaders and assess their readiness to accept responsibility for their organizational performance. Students also demonstrate the skills needed to communicate effectively, take initiative, and reflect industry standards in the workplace. ***For DHA students only.***

DHA8007 - Strategic Financial Management in Health Care (6)

The focus of this course is appropriate use of financial information in the health care organization's decision-making process. Students examine fundamental components of organizational stewardship, including information management; short- and long-term investment planning; and ethical and professional accountability. Students also demonstrate the skills needed to develop and implement short- and long-term organizational projects in the health care environment and garner the stakeholder support necessary for achieving the financial goals and objectives of the health care organization. ***For DHA students only. Cannot be fulfilled by transfer.***

DHA8008 - Health Care Policy Processes (6)

In this course, students investigate the impacts of health care policy and legislation on the availability of, access to, and cost of U.S. health care. Students examine the implications and consequences of specific health care legislation; analyze the values and assumptions underlying changing priorities in health planning and resource allocation; evaluate the combined effects of social, economic, ethical, legal, and political forces on health care; and assess ways of addressing current gaps in health care policy.

DHA8026 - Regulatory Compliance for Health Care Leaders (6)

Students develop an understanding of the current compliance and regulatory issues health care leaders face and demonstrate the skills needed to develop a strong organizational compliance program. Throughout the course, students gain the knowledge and skills needed to align current regulatory compliance mandates to current health care organizations. ***For DHA students only.***

DHA8032 - Strategic Vision and Planning in Health Care (6)

Students in this course develop a strategic orientation to evaluate short- and long-term operational and organizational performance goals. Students analyze organizational systems, processes, and designs from a strategic perspective and examine various methods of strategic planning, including the use and upgrading of information management systems as a means of improving organizational outcomes within the health care environment. Students also demonstrate the interpersonal communication and strategic decision-making skills health care administrators use to influence and optimize results. ***For DHA students only.***

DHA9971 - Doctoral Capstone (4)

This course provides students with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Students apply scholarly research within a particular professional context to advance their knowledge in the practice of the profession and solve organizational, institutional, or community concerns. ***Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

DIT - Doctor of Information Technology

DIT8004 - Research and Practice in Information Technology (6)

Students in this course apply critical thinking skills to analyze practical solutions to problems in information technology. Students connect these solutions to the knowledge base in research literature, develop scientific research skills, employ academic writing and critical thinking skills, and engage in collaborative learning in a cohort setting. This course prepares students to embark on the doctoral journey in the DIT program. ***For DIT students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

DIT8210 - Information Technology Leaders as Partners in Organizational Strategic Planning (6)

Students investigate the information technology leader's collaborative roles working with an organization's non-IT senior leadership, including aligning business strategy with IT strategy, acting as an equal contributor to the formation of organizational strategy, and integrating ethical policies and practices into an organization. Students evaluate multidisciplinary research and practices related to leadership, organizational structures, and culture. Through the lens of complexity/chaos and change theories, students analyze information technology's role in contributing to organizational resiliency. ***For DIT students only. Cannot be fulfilled by transfer.***

Prerequisite: DIT8004.

DIT8214 - Guiding the Implementation of Information Technology Policies and Processes (6)

This course presents key issues related to the implementation of information technology policies and processes as day-to-day operations, including consideration of ethical and global issues, and potential effects on internal and external stakeholder needs. Students evaluate strategies for implementing different governance models and assess the ways in which those models relate to change management processes and organizational innovation. ***For DIT students only.***

DIT8216 - Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6)

In this course, students evaluate evolving theories and practices that inform decisions related to the information technology system development life cycle. Students assess different development models and examine the IT leader's role in IT enterprise portfolio management against the backdrop of changing workforce considerations, including offshore, contract, multinational, and multigenerational workers in global enterprises. ***For DIT students only.***

Prerequisite: DIT8210.

DIT8940 - Information Technology Consulting Practice Seminar (6)

In this seminar, students examine the project management and contracting skills necessary to become an effective information technology consultant. Course topics include organizational assessment, planning, execution, and measurement. ***For DIT students only. Cannot be fulfilled by transfer.***

DIT8950 - Teaching Practice Seminar in Information Technology Education (6)

This seminar covers the practice fundamentals students need to prepare themselves for a career in information technology education. Students examine syllabus and course development, online and classroom instruction, and the fundamentals of human development in the classroom. ***For DIT students only. Cannot be fulfilled by transfer.***

DIT9921 - Dissertation with Project Mentoring (6)

Students complete the required dissertation milestones and prepare their dissertation for publication. ***For DIT students only. Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of two times to fulfill their program requirements. Cannot be fulfilled by transfer.***

Prerequisite: DIT8940 or DIT8950, DIT-V8923.

DIT9971 - Doctoral Capstone (4)

In this course, students gain resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Students apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organization, institutional, or community concerns. ***Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of three times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

DNP - Doctor of Nursing Practice

DNP9971 - Doctoral Capstone (4)

This course provides students with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Students apply scholarly research within a particular professional context to advance their knowledge in the practice of the profession and solve organizational, institutional, or community concerns. ***For DNP students only. Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.***

DPA - Doctor of Public Administration

DPA8109 - Program Evaluation and Action Research (4)

This course introduces students to the basic fundamentals of both program evaluation and action research. Students use program evaluation to objectively assess and improve program efficiency, and engage in action research in various aspects of research design or implementation. Students also analyze the concepts, design methods, and their application to real-world situations using both program evaluation and action research methods. ***For DPA students only. Cannot be fulfilled by transfer.***

Prerequisite: DPA8404; DPA8416; completion of or concurrent registration in DPA8420; PUAD6010.

DRPH - Doctor of Public Health

DRPH8130 - Leadership and Emerging Trends in Public Health (6)

Students explore the dynamic landscape of public health leadership and acquire the knowledge and skills needed to address emerging public health challenges. Throughout the course, they examine the ways in which data is incorporated into the design of practical, evidence-based solutions. In particular, students cultivate public health leadership skills through the application of systems thinking, as well as strengthen their capacity to influence public health practice in complex and rapidly changing environments.

DRPH8140 - Educating the Public Health Workforce (6)

Students in this course apply educational best practices to promote learning in organizational and community settings. Students also assess their own strengths and weaknesses in leadership capacities with the goal of mentoring and coaching public health employees to become more effective public health practitioners and educators. ***Cannot be fulfilled by transfer.***

DRPH8170 - Applied Methods in Epidemiology (6)

In this course, students analyze the application of epidemiological research methodologies and practices to address public health issues. Through the use of these methods as public health practitioners, students enhance their knowledge of the appropriate research designs used in epidemiology and how to integrate and evaluate public health data. Students also evaluate the effects of designed evidence-based interventions and related policy statements.

DRPH8210 - Public Health Policy Design (6)

In this course, students integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests to develop policies that support system-level interventions. Students also propose interprofessional team approaches and integrate knowledge of values and practices in the design of public health policies and programs. ***Cannot be fulfilled by transfer.***

DRPH8212 - Design and Implementation of Public Health Strategies (6)

Students in this course explore methods and resources for designing and implementing an effective public health strategic plan. Students formulate and evaluate short- and long-term solutions to public health problems and epidemiological issues using systems thinking and research methodologies that are collaborative, ethical, and responsive to the community. ***Cannot be fulfilled by transfer.***

DRPH8300 - Community Health Behavior and Promotion (6)

In this course, students explore the health behavior theories and models that are used in the promotion of healthy behaviors in communities. Students evaluate policy efforts to promote healthy behaviors for all communities, advocate for the promotion of healthy behaviors in public health organizations that facilitate healthy practices, and lead communities in achieving their optimal level of health. In particular, students gain an understanding of how to engage in the proper promotion of healthy behaviors by helping all communities become better informed.

DRPH9971 - Doctoral Capstone (4)

This course provides students with resources, guidance, and support as they fulfill the required phases toward completion of a doctoral capstone. Students apply scholarly research within a particular professional context to advance their knowledge in the practice of the profession and solve organizational, institutional, or community concerns. ***Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.***

ECO - Economics

ECO1150 - Personal Economics: Introduction to Financial Planning (6)

Students analyze the fundamental principles of economics and personal finance. Throughout the course, students investigate concepts such as supply and demand, budgeting, and financial decision-making. Students gain the knowledge and skills necessary to visualize data and apply economic reasoning to everyday situations.

EDCN - Education - Graduate

EDCN9919 - Doctoral Comprehensive Exam (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Students write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, students are eligible to register for the first dissertation course. ***For 92-credit PhD in Education students only. Students in the 120-credit PhD in Education program should register for ED9919 instead. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Completion of external exam requirements, if applicable. Fulfillment of all residency requirements.

EDCN9960 - Dissertation Courseroom (3)

This course provides students with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***For 92-credit PhD in Education students only. Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: EDCN9919.

EDD - Doctor of Education

EDD8010 - Foundations of Doctoral Studies in Education (4)

In this course, students gain understanding of the EdD program and insights into how cycles of inquiry and systems thinking are utilized to address problems of practice. Additionally, students engage in critical thinking and communication while reflecting on their own personal learning and growth. ***Must be taken***

during the student's first quarter. Cannot be fulfilled by transfer.

EDD8020 - The Dynamics of Organizational Improvement (4)

This course provides an introduction to fundamental systems principles and skills of leadership in organizations with a focus on continuous organizational learning and improvement processes. Students use basic principles of systems thinking, systems mapping, and approaches to inquiry cycles in relation to leadership processes and organizational change. In addition, students apply disciplines of learning organizations and a change model to a problem of practice to real-world leadership challenges. ***Cannot be fulfilled by transfer.***

EDD8030 - Investigating Problems of Practice (4)

In this course, students examine continuous improvement models, engage in an inquiry cycle, develop skills of data and information literacy, and collaborate with stakeholders to assess organizational needs and dynamics. Students identify an organizational issue, collect and analyze relevant data, and develop valid inferences. Students document the process utilized to tell the story of their research as a way to effectively share with stakeholders. This course requires obtaining an organizational site and completing site-based-related assignments. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8010, EDD8020.

EDD8040 - Research Design for Practitioners (4)

In this course, students are introduced to research approaches, designs, and methods with a focus on the needs of educational leaders. Students assess conceptual and theoretical foundations of quantitative, qualitative, and action research designs and analyze a variety of research literature and journal articles through the lens of a practitioner. Students acquire the knowledge necessary to assess the applicability of research and theoretical literature to practice and become critical consumers of research. Students apply course concepts to the design of an action research study relevant to the student's organization. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020.

EDD8050 - Data Literacy for Leaders (4)

In this course, students apply the data literacy skills required by leaders for effective organizational planning, decision making, and communication with stakeholders. Students examine skills such as data interpretation, data aggregation and disaggregation, transformation of data, use of multiple data sources, analysis, statistical techniques, and selection of appropriate metrics for the intended purpose. Students also utilize technology to process data and present and communicate results. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020.

EDD8500 - Adult Learning Theory and Professional Practice (4)

This course provides an overview of learning theories, models, and principles, and their application to instructional processes for adult students. Students examine the social contexts in which adults learn and develop as well as the learning of various populations. The course addresses the nature of adult development; issues and trends in the field; theories of adult growth and development; changes in young, middle, and older adulthood; and implications for instruction and learning for adults informed by the historical and philosophical foundation of adult education. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020.

EDD8502 - Designing Adult Learning Experiences (4)

In this course, students develop a knowledge base of methods and materials for designing learning experiences and their assessments for adult students. Students determine a learning need in their work environment and develop a learning experience and subsequent assessment to meet that need. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020, EDD8500.

EDD8504 - Leading in Adult Learning Settings and Contexts (4)

This course explores the concept of leadership in contemporary adult education settings, with specific focus on the connections between

leadership and adult learning and development. Students analyze theory and practices of effective leadership and administration in a variety of adult education settings. Students examine managerial activities such as program planning and development, leadership, organizational change, and evaluation. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020, EDD8500.

EDD8506 - Adult Education Administration (4)

Students in this course analyze the theories, policies, and procedures involved in administering adult education environments. Students distinguish between leadership and management and examine the knowledge and skills needed to address adult education administrative challenges. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020, EDD8500.

EDD8508 - Program Planning and Evaluation for Adult Education (4)

This course presents underlying theories, current practices, and techniques for designing and evaluating educational programs for students in a variety of adult education settings. In this course, students identify and assess needs; establish objectives; and design and evaluate a program in adult education. Students examine their own practice to help develop an informed and insightful practice for effective adult program development and evaluation. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020, EDD8500.

EDD8510 - Organizational Improvement Through Effective Curriculum Development and Instructional Practice (4)

In this course, students examine relevant theories, foundations, processes, and the application of best practices in curriculum development and instructional practice. The course addresses processes and tools students need to meet the needs of students/trainees, with the goal of having each student/trainee meet or exceed the goals and objectives of the curriculum and instruction. Students/trainees may be those led by students in P-12 education, higher education, military, nonprofits, and corporate organizations. ***Cannot be fulfilled by transfer.***

EDD8512 - Assessments for Improved Curriculum and Instruction (4)

In this course, students examine learning and assessment theories. Students evaluate assessment models, strategies, techniques, tools, and instruments used in curriculum and instruction to achieve learning outcomes. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020, EDD8510.

EDD8514 - Leading In Curriculum and Instruction (4)

In this course, students develop a professional and collaborative approach to leading and managing the design of curriculum and instruction. This course addresses leading through the evaluation of trends and issues in curriculum and instruction. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020, EDD8510.

EDD8516 - Collaboration for the Improvement of Curriculum, Instruction, and Assessment (4)

In this course, students gain an understanding of how to work collaboratively to improve curriculum, instruction, and assessment. This course emphasizes the development of teams, benefits and challenges, skill development, fostering trusting relationships, and components and principles of collaboration. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020, EDD8510.

EDD8518 - Applying Research to the Improvement of Curriculum, Instruction, and Assessment (4)

In this course, students gain an understanding of how to work collaboratively to improve curriculum, instruction, and assessment. This course emphasizes the development of teams, benefits and challenges, skill development, fostering trusting relationships, and components and principles of collaboration. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020, EDD8510.

EDD8520 - Educational Leadership by Design (4)

Students in this course continue the study of systems thinking and foundational leadership concepts and apply them to workplace environments. Students examine systems thinking, use of systems tools, and inquiry and design cycles as ways to maximize available resources to solve problems under conditions of uncertainty and ambiguity. This course emphasizes the importance of evidence-based reasoning and critical analyses as essential skills of practitioners who plan action research interventions or engage in the design and implementation of any improvement process. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8010, completion of or concurrent registration in EDD8020.

EDD8522 - Leading a Culture of Learning and Inclusion (4)

In this course, students evaluate the role of culture in supporting an organization's ability to learn, improve, and successfully adapt to a changing environment, and the leader's role in shaping it. Students analyze patterns of behaviors within organizations, as well as the knowledge, skills, and dispositions of the inclusive leader that support organizational development and improvement. Additionally, students examine their roles in achieving the goals of a learning organization. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8520.

EDD8524 - The Future of Educational Leadership (4)

Students investigate futuring techniques in a rapidly changing environment using research, trends, and leadership skills. Students apply a range of strategies to assess a proposed change for improvement regarding a key issue in their organization. Students gain skills in leading through influence, empowerment of others, and development of shared vision. Students develop creative practice, management of self, and communication skills, along with robust professional knowledge. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8520.

EDD8526 - Change Leadership in a Learning Organization (4)

In this course, students evaluate leading and managing organizational change processes. Students evaluate several change models, and examine the theory and practice of change leadership and the application of collaboration and communication skills that lead to organizational learning and desired outcomes. Students apply knowledge of systems thinking and tools, organizational development principles, and research methods to planning, implementing, and monitoring improvement interventions. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8520, EDD8522, EDD8524.

EDD8528 - Assessment and Evaluation in the Learning Organization (4)

In this course, students examine the varied purposes of evaluation and evaluation models and how and when to apply them. Evaluation and assessment processes are framed as learning tools leading to new knowledge and understanding with a focus on emergent and evidence-based recommendations to determine next steps leading to ongoing cycles of continuous improvement. The course emphasizes reflective practice, data literacy, research reasoning, and habits of mind as leadership characteristics that support a continuous personal and organizational learning process. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8520, EDD8522, EDD8524, EDD8526.

EDD8534 - Designing, Delivering, and Managing Human Performance Improvement Interventions (4)

In this course, students design effective solutions to resolve human performance problems in organizations. Students apply the procedure and tools needed to select, design, and evaluate interventions to improve performance. The design and delivery process incorporates both training and non-training interventions, including electronic approaches. ***Cannot be fulfilled by transfer.***

Prerequisite: ED7631, ED7641.

EDD8536 - Implementing and Sustaining Organizational Change (4)

Students in this course are immersed in the professional literature to provide the knowledge and skills needed to manage and control changes designed to improve organizational performance. The course is designed to prepare students to initiate a planning process that includes the process, tools, and techniques to manage the people side of change to achieve the required business outcome. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8534.

EDD8540 - Theoretical and Historical Foundations of Reading (4)

In this course, students analyze historical, philosophical, and theoretical foundations that support instructional strategies that promote cognitive, linguistic, motivation, and societal underpinnings of the reading and writing process. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020.

EDD8542 - Reading and Literacy Assessment, Evaluation, and Decision Making (4)

In this course, students perform a needs assessment to examine ways to apply reading and literacy assessment data to improve literacy achievement, literacy instruction, and continuous improvement. Students investigate literacy coaching as one means of continuous improvement. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8540.

EDD8544 - Meeting Literacy Needs in School and Community Contexts (4)

In this course, students examine differentiated gaps in literacy of impacted populations as they relate to planning for literacy learning to meet the needs of students. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8540.

EDD8546 - Leading and Managing Literacy Programs (4)

In this course, students develop the ability to lead and manage literacy program operations, curriculum, resources, and professional development to support a continuous improvement process. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8540.

EDD8548 - Grant Writing for Reading and Literacy Programs (4)

In this course, students examine and research the implications of local, state, and federal policy on reading and literacy programs. Students develop the skills needed to effectively write grants and prepare presentations for different audiences. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8540.

EDD9951 - EdD Doctoral Project 1 (4)

In this course, students collaborate with stakeholders at their doctoral project sites to collect evidence and share relevant literature to identify and frame a chosen problem of practice. Students demonstrate inquiry, analysis, communication, and leadership skills as well as the ability to evaluate and interpret organizational data to determine performance gaps and root causes. Students increase knowledge and understanding of a problem and the factors that impact it in order to develop a problem statement for their doctoral project. Students also secure the commitment of their project site to conduct their applied improvement project. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required coursework; EDD8050; ED7675 or EDD8508 or EDD8518 or EDD8528 or EDD8548.

EDD9952 - EdD Doctoral Project 2 (4)

In this course, students collaborate with stakeholders at their doctoral project site to begin to develop a potential intervention that addresses a problem of practice. Students develop an in-depth literature review that synthesizes relevant theory and best practices pertaining to the problem and the proposed solution and begin to develop an implementation plan to address a problem of practice. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: EDD9951.

EDD9953 - EdD Doctoral Project 3 (4)

In this course, students continue to collaborate with stakeholders at their doctoral project site to develop a potential intervention that addresses a problem of practice and develop a detailed implementation plan. Students complete and submit IRB applications for approval. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: EDD9952.

EDD9954 - EdD Doctoral Project 4 (4)

In this course, students collect and evaluate doctoral project data, applying appropriate quantitative and qualitative analysis tools. Students make valid inferences from the data in relation to the goals of the intervention and the implementation process. Students incorporate written and visual formats to effectively communicate their results in preparation for developing their written report in EDD9955. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: EDD9953.

EDD9955 - EdD Doctoral Project 5 (4)

In this course, students synthesize their findings, key learnings, and next steps in relation to their doctoral project in a written report that includes student reflections on the applied improvement project experience, and provides the basis for the doctoral project presentation students develop in EDD9956. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: EDD9954.

EDD9956 - EdD Doctoral Project 6 (4)

In this course, students complete their doctoral project by developing a presentation on the problem, intervention, results, and sharing with stakeholders. In addition, students submit a portfolio of their signature assignments related to their doctoral project. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: EDD9955.

EDD9971 - Doctoral Capstone (6)

This course provides students with resources, guidance, and support as they fulfill the required capstone milestones toward completion of a doctoral capstone. Students apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organizational, institutional, or community concerns. ***Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of two times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

EDD9980 - Doctoral Project Development (4)

This course provides students with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Students analyze, critique, and integrate information into the design and implementation of their project. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

ED - Education

ED5010 - Foundations of Master's Studies in Education (4)

Students acquire and use graduate-level skills, including critically examining and applying relevant educational theory to teaching practice. Students examine their professional purpose and its alignment with their specialization and career aspirations. ***Should be taken alone. Cannot be fulfilled by transfer or credit for prior learning.***

ED5012 - Overview of Higher Education (4)

Students analyze the impact of higher education on individuals and society. Students also evaluate the history of higher education; examine the structure and scope of higher education institutions; and analyze the role of history, policy, and theory on current and future practices within the field. Additionally, students review current higher education literature, issues, and trends. Students continue to develop the Capella

e-portfolio and career action plan. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5010.

ED5130 - Competency-Based Curriculum and Design (4)

Students gain an understanding of the differences between professional standards, outcomes, and competencies, and how they can be integrated into curriculum design. Students build on this understanding, mapping competencies to outcomes and aligning standards to competencies and outcomes. Students practice integrating competency-based curriculum and instructional content with best-practice instructional approaches. ***Cannot be fulfilled by transfer or credit for prior learning.***

ED5146 - Assessment and Evaluation in Education (4)

Students examine the background, context, and practice of assessment of student learning and evaluation of educational programs. They apply their knowledge to design appropriate assessment plans that can be implemented in the classroom; and school or organizational level to promote improvement and accountability.

ED5317 - Foundations of Adult Education (4)

Students analyze the foundations of adult education including past as well as present understandings. Students identify the aspects of the foundation of adult education, characteristics of adult students, the various contexts of adult education, and prominent learning theories as they apply to teaching adults; Students engage in interactive activities and assignments as they examine the various topics related to adult education.

ED5320 - School Leadership and Management Practices (4)

This course provides an introduction to the fundamental principles of school leadership and management aligned with six fundamental National Educational Leadership Preparation (NELP) program standards and their applications to the work of school leaders. Students examine business and public administration models and explore theoretical constructs from various disciplines. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer or credit for prior learning.***

ED5322 - School Leadership: Data, Decision-Making, and School Improvement (4)

Students investigate improving P-12 schools by emphasizing the use of data to inform ethical decisions about teaching and learning. Students gain an understanding of instructional strategies to support students, technology integration, and Professional Education Unit (PEU) dispositions. Students also interact with practicing school administrators to gain direct insight into the field of school leadership. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5010, ED5320.

ED5340 - Theories and Principles of Adult Learning (4)

Students assess learning theories, models, and principles and their application to instructional processes for adult students. Students analyze the instructor's role in enhancing adult learning and evaluate their personal philosophy, dispositions, and ethics relative to teaching adult students.

Prerequisite: ED5317.

ED5343 - Education in a Contemporary Society (4)

Students evaluate multicultural theories by analyzing topics, such as cultural identity, cultural awareness, cultural competence, and apply these concepts to educational settings.

ED5344 - Strategies and Best Practices for Teaching and Learning (4)

Students develop effective ways to enhance adult learning in a variety of postsecondary settings. Students gain an understanding of the theories and characteristics of adult growth and development, changes experienced in adulthood and their implications for adult instruction and learning, and issues and trends in adult teaching and learning.

Prerequisite: ED5012.

ED5348 - Adult Education Program Development (4)

Students cultivate and utilize their knowledge of theoretical foundations, policies, evaluation models, and methods and materials for program planning to develop educational programs for adults in a variety of postsecondary settings. Students also evaluate instructional approaches, engagement strategies, and management of instructional environments.

Prerequisite: ED5012.

ED5390 - Adult Education Capstone (4)

In the capstone course, students demonstrate proficiency in the program's competencies by integrating learning from required courses to complete a final project. ***For MS Adult Education students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required and elective coursework.

ED5405 - Infant and Child Development (4)

This course addresses the developmental stages of children from the prenatal period to age eight years. Students examine how children develop physically, emotionally, socially, and intellectually; and evaluate the influences family, society, and culture have on infant, toddler, and K-grade three child development. Students also assess children's evolving needs and apply theory and research to recommend appropriate responses to those needs. ***Cannot be fulfilled by transfer or credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

ED5410 - The Early Childhood Learning Environment (4)

This course covers the early childhood environment and its effects on growth and learning. Students evaluate the physical environment, the role of the caregivers and teachers, and the interaction among children, and identify methods of increasing child engagement, effective communication, and learning. Students explore ways to create supportive and nurturing learning environments and how to monitor, reflect, and adjust them to best meet the needs of young children. Students also become familiar with the responsibilities associated with working in the early childhood learning field. ***This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Cannot be fulfilled by transfer or credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

Prerequisite: ED5405.

ED5420 - Exceptional Children in the Early Childhood Setting (4)

In this course, students gain the skills and knowledge needed to apply research-based practices, including coordination with special service providers for students who have Individual Education Programs (IEPs), Individual Family Service Plans (IFSPs) or 504 plans, to meet the needs of young students in an inclusive environment. Students identify strategies to respond to behaviors and needs outside the expected stages of development. Students also examine authentic and formative assessment strategies that result in developmentally appropriate curriculum and instruction for children with various needs. ***This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Cannot be fulfilled by transfer or credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

Prerequisite: ED5405.

ED5430 - Children, Families, and Society (4)

Students examine the importance of actively engaging families in the education and care of children. Students engage in an ecological approach to children's relationships with parents, caregivers, and the broader community. Students analyze the characteristics, lifestyles, and contributions associated with various groups to gain an understanding of the impact of human behavior on children's growth and development. ***This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Cannot be fulfilled by transfer or credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

Prerequisite: ED5405.

ED5440 - Early Childhood Reading and Literacy Instruction (4)

Students gain an understanding of theories that drive strategies and practices for teaching reading and promoting literacy in children. Students identify the factors significant to literacy development in children, including the classroom environment, family and community connections, and best practices in professional development for reading and writing instruction. Students also work with children on improving their reading and literacy ability and demonstrate the knowledge, skills, and dispositions associated with excellence in reading and literacy curriculum development, instruction, and assessment. ***This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Cannot be fulfilled by transfer or credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

Prerequisite: ED5405.

ED5450 - Early Childhood Education Practicum (6)

This course is the required capstone course for students in the master's Early Childhood Education specialization and is taken after completing all required coursework. Students complete an 80-hour practicum and review the master's specialization outcomes in preparation for developing a final portfolio that demonstrates proficiency in early child education. ***This course requires access to a licensed daycare center, a preschool and/or a K-3 classroom. For MS Early Childhood Education students only. Grading for this course is S/NS. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Completion of all required coursework.

ED5500 - Standards-Based Curriculum, Instruction and Assessment (4)

In this course, students examine national and state learning standards related to their content area or grade level. Students utilize research-based curriculum to craft assessments that are aligned to standards, and implement instruction that is meaningful to students and supports their academic achievement. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district.***

ED5503 - Classroom Management Strategies (4)

Students in this course apply strategies for managing student behaviors and develop the skills needed to create classroom environments that maximize the opportunity for each student to learn. This course emphasizes the roles, rights, and responsibilities of all stakeholders under The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), and Section 504 legislation. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district.***

ED5504 - Strategies for Differentiated Instruction (4)

Students in this course examine the origins and complexities of student achievement gaps. Students also explore current student achievement research and best practices and identify instructional strategies most likely to eliminate achievement gaps. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district.***

ED5533 - Curriculum Mapping: Reflection and Practice (4)

Students formulate a research-based professional vision for curriculum design and develop a curriculum for a specific content and grade-level application using computer-based curriculum mapping applications. ***Students who have taken ED8533 should not take ED5533. Rather, they should choose any other graduate-level education course to fulfill their specialization requirements.***

Prerequisite: ED5500.

ED5538 - Program Evaluation of Curriculum and Instruction (4)

Students in this course examine theories, concepts, definitions, and models associated with the improvement of curriculum and instruction. Students collect and organize research, analyze and report data, and complete a program evaluation that demonstrates the integral role of program evaluation in curriculum and instruction improvement. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district.***

ED5546 - Curriculum and Instruction Practicum for Master's Students (6)

This course serves as the capstone course for the Curriculum and Instruction specialization and constitutes the last course in the Curriculum and Instruction master's program. The purpose of this capstone course is to consolidate and link content and concepts from various courses in the Curriculum and Instruction specialization. Students serve 45 practicum hours in a site-based setting, demonstrating their proficiency by designing a project which incorporates the five course competencies. Throughout the course, students maintain a reflection journal and activity log to document progress and challenges in their practicum. Students also populate and organize their Professional Showcase Portfolio. ***For MS Curriculum and Instruction students only. Grading for this course is S/NS. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5006 or RSCH7860; ED5010; ED5500 or EDT5130; ED5501; ED5503; ED5504; ED5533; ED5538; EDT5126; EDT5142.

ED5551 - Developing Fluent Readers (3)

Students in this course for P-6 classroom teachers analyze educational principles relevant to the physical, social, emotional, moral, and cognitive development of P-6 students. Students examine ways to foster development of fluency and prosody skills, including word recognition, vocabulary, and comprehension. ***For MS Early Childhood Education and MS Reading and Literacy learners only. This course requires access to an Elementary classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer or credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

Prerequisite: ED5440; MS Reading and Literacy students are exempt from this prerequisite.

ED5552 - Teaching Comprehension Strategies (3)

In this course designed for education professionals, students investigate the content literacy needs of all middle school students. Students develop knowledge in reading theory, instructional practices, and comprehension strategies needed to develop independent readers and writers. Students apply practices in differentiated instruction and digital technology that will translate into effective literacy instruction. ***This course requires access to a Middle School classroom and/or educational stakeholders in a P-12. Cannot be fulfilled by transfer or credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

Prerequisite: ED5551.

ED5553 - Assessment-Based Reading Instruction (3)

This course for P-12 classroom teachers focuses on the application of individual and group reading assessment strategies. Students evaluate and determine the ways in which data-driven

assessments inform the reading and literacy curriculum. Using quantitative and qualitative assessment data, students select best practice strategies and instruction methods and materials for students with different reading backgrounds and skills. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer or credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

Prerequisite: ED5551.

ED5554 - Factors Influencing Reading Instruction (3)

Education professionals create a community in which student literacy extends beyond the classroom and includes family and society. Students develop reading curriculum, strategies, and materials to use in a variety of contexts that will enhance secondary students' comprehension of and appreciation for digital literacy as well as narrative and informational texts. ***This course has a required clinical practice experience and students will need access to secondary classroom grades 9–12. Cannot be fulfilled by transfer except by coursework from Minnesota schools with approved licensure programs.***

Prerequisite: ED5551.

ED5555 - Foundational Theories in Reading Instruction (3)

In this course for P–12 classroom teachers, students strengthen their understanding of literacy instruction through the lens of foundational reading theories and research-based practices. Students critically evaluate their school or district's literacy program to determine its effectiveness in meeting the needs of diverse student populations. Through analysis and application of reading theory, professional standards, and instructional strategies, students develop actionable recommendations for literacy improvement. Additionally, students investigate the integration of literacy instruction in all content areas, the use of data-driven decision making, and the importance of professional development. ***This course cannot be fulfilled by transfer or credit for prior learning, except through approved Minnesota licensure programs.***

Prerequisite: ED5551.

ED5559 - Reading and Literacy Practicum (6)

This course is the required capstone course for students in the master's Reading and Literacy specialization and is taken after completing all required coursework. Students complete an 80-hour practicum and review the master's Educator Preparation Program (EPP) outcomes and state-approved reading standards in preparation for developing a final portfolio that demonstrates proficiency in reading and literacy. ***For MS Reading and Literacy students only. Special permission is required for registration. Grading for this course is S/NS. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Completion of all required coursework.

ED5570 - History, Issues, and Trends in Higher Education (4)

Students gain an understanding of the evolution of colleges, universities, and other postsecondary institutions. Students investigate the cultural, societal, and economic influences that have shaped the development of higher education curricula, culture, practices, and governance. Students also relate historical events and milestones to current issues and trends in higher education.

ED5572 - Politics and Public Policy in Higher Education (4)

Students examine the politics of competition for resources, the expectations of consumers and providers, and the role of state and local government in higher education institutions. Students explore change theory and ethical implications for public policy.

Prerequisite: ED5012.

ED5574 - Financial Management and Institutional Development (4)

Students examine higher education revenue sources and review expenses and cost drivers associated with institution management. Students investigate tuition and fee revenue, government appropriations, gifts and grants, and investment income. Students also study the growing expense of faculty and staff compensation, technology upgrades, and long-term debt service obligations. Additionally, students examine the complexities of financial aid, institutional budget planning, and program management.

Prerequisite: ED5012.

ED5700 - Foundations of Special Education (4)

This course provides an overview of the historical and conceptual foundations of special education. Students examine current issues relevant to the education of students with disabilities and analyze the social construction of disability. In addition, students analyze how culture and context influence their work with their students. Students develop an ethical decision-making framework needed to advocate for students with disabilities and their families.

ED5706 - Assessment and Planning for Students with Disabilities (4)

Students analyze referral, assessment, placement, and planning procedures for students with disabilities. Students evaluate the use of formal and informal assessments, design individual education plans, and examine appropriate methods for reducing bias in assessment. Students also apply methods and strategies used within the Response to Intervention framework with P - 12 students. ***This course requires access to a P - 12 classroom and/or educational stakeholders in a P - 12 school or district.***

Prerequisite: ED5700.

ED5707 - Instruction for Students with Disabilities (4)

Students identify ways to develop differentiated academic lesson plans (e.g., reading, writing, calculation, or mathematical reasoning). Students examine how research-based instruction can support students with disabilities. Students also develop methods of managing the social, emotional, and behavioral needs of students with disabilities. ***This course requires access to a P - 12 classroom and/or educational stakeholders in a P - 12 school or district.***

ED5712 - Communication, Consultation, and Collaboration for Special Education (4)

Students investigate communication and interaction among children, families, teachers, and the community to support the learning and well-being of students with diverse learning needs. Students assess methods of consulting and collaborating with teachers, agencies, support personnel, and other professionals to provide effective special educational services. Students identify collaboration and communication practices that improve programs, services, and outcomes for students.

Prerequisite: ED5700.

ED5720 - Assessment and Instruction of English Language Students (4)

In this course, students evaluate their own instruction techniques and performance to determine how well they align with professional teaching standards and dispositions for English Language Students (ELLs). Students also examine instruction and learning strategies for ELLs and collaborate with ELLs, their families, the community, and other stakeholders for the purpose of improving instruction.

ED5724 - Applied Linguistics (4)

Students investigate foundational linguistic concepts with an emphasis on the structure of English, including phonology, morphology, syntax, and semantics. Students identify cross-linguistic relationships and analyze pedagogical approaches to English language instruction. The course also incorporates technology-based tools that support linguistic analysis and classroom practice. Throughout the course, students communicate their linguistic insights effectively for academic and professional contexts. ***This course requires access to an English language learner.***

ED5726 - Second Language Acquisition (4)

Students analyze the processes by which P-12 English Language Students (ELLs) develop proficiency in a second language. Students also explore the developmental stages of first and second language acquisition and evaluate the impact of first language literacy on second language acquisition.

Prerequisite: ED5724.

ED5728 - Methods, Curriculum, and Materials for English Language Students (4)

This course presents ways in which the theoretical model of communicative competence guides the instruction of English Language Students (ELLs). Students examine and apply various differentiation strategies in the planning and delivery of appropriate instruction to ELLs and evaluate ways to use instructional technology in the teaching, learning, and assessment of ELLs.

Prerequisite: ED5726.

ED5730 - Culture, Society, and Language (4)

Students in this course explore the fundamental components of societal influences, individual differences, language and the processes of adaptation. Students use their understanding of these elements to enhance their own competence and pedagogical effectiveness.

ED5805 - Assessment and Analytics for Differentiated Instructional Design (4)

Students apply theories of constructivism, neurodiversity, and Universal Design for Learning (UDL) framework to assess student achievement in a competency-based, online learning setting. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5813.

ED5808 - Leading in Instructional Design and Technology (4)

Students acquire project management skills such as planning, evaluating, communicating, anticipating risks, applying ethical standards, and managing collaborative partnerships. Students identify and apply the tools, methods, and processes used to effectively budget, implement, and manage e-learning development projects. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5813.

ED5813 - Principles and Strategies of Instructional Design (4)

Students examine the process of instructional design and apply design research and theory while developing instructional strategies. Students examine the process of addressing student needs, structuring the content, and applying principles of learning and instruction to create effective instructional content. ***Cannot be fulfilled by transfer or credit for prior learning.***

ED5890 - Higher Education Leadership and Administration Capstone (4)

In the capstone course, students demonstrate proficiency in the program's competencies by integrating learning from required courses to complete a final project. ***Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required and elective coursework.

ED5903 - Principal Capstone Courseroom 1 (3)

This internship course is the first required capstone course for all students in the MS Leadership in Educational Administration specialization and is taken at the end of the program. Students demonstrate proficiency in integrating learning from their coursework at Capella through a clinical-based project aligned with the National Educational Leadership Preparation (NELP) building level standards and begin work on their MS Leadership in Educational Administration ePortfolio. Students reflect upon and assess their proficiency in Leadership in Educational Administration outcomes and

external standards. ***For MS Leadership in Educational Administration students only. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. ED5903 and ED5904 must be taken in sequence and during the student's final two quarters. ED5903 must be taken concurrently with ED5905. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5010, ED5146, ED5320, ED5322, ED6822, ED6823, ED6852, ED6857, RSCH7860.

ED5904 - Principal Capstone Courseroom 2 (3)

This internship course is the second required capstone course for all students in the MS Leadership in Educational Administration specialization and is taken in the last quarter of the student's program. In this course, students demonstrate proficiency in integrating learning from their coursework at Capella through a clinical-based project aligned with the National Educational Leadership Preparation (NELP) building level standards and begin work on their MS Leadership in Educational Administration ePortfolio. Students demonstrate and assess their proficiency in Leadership in Educational Administration outcomes, external standards, and professional dispositions. ***For MS Leadership in Educational Administration students only. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. ED5903 and ED5904 must be taken in sequence and during the student's final two quarters. ED5904 must be taken concurrently with ED5905. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5903; please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines.

ED5905 - Principal Capstone Clinical Experience (non-credit)

This is the clinical experience course for all students in the MS Leadership in Educational Administration specialization and is taken with ED5903 and ED5904. In this course, students complete an internship consisting of a minimum of 250 hours, with at least 30 of those hours completed at a different grade level. During the clinical experience they develop and fulfill a competency-based internship activity plan with their supervisory principal and internship instructor, including site-based responsibilities. Students document their internship experiences using an internship log. ***For MS Leadership in Educational Administration students only. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Students must register for this course a minimum of two times to fulfill their specialization requirements. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Cannot be fulfilled by transfer or credit for prior learning.***

ED5992 - Instructional Design for Online Learning Capstone (4)

The capstone course is taken after completing all required and elective coursework. Students demonstrate proficiency in integrating learning from required and elective courses by completing a final project. ***For MS Instructional Design for Online Learning students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required and elective coursework.

ED6484 - Application of Learning Theories to Instructional Design (4)

Students investigate theories of learning and instruction and gain empirical guidance for designing effective instructional solutions that target specific learning outcomes. Students further develop an understanding of the foundational theories of learning and instruction and their applications to instructional design. ***Cannot be fulfilled by transfer or credit for prior learning.***

ED6503 - Instructional Design Technologies (4)

Students apply theories and principles of instructional design and cognitive learning utilizing instructional media strategies. Students

also identify ethical, legal, and political implications of the design in the workplace. Finally, students examine software tools that developers and instructional designers use to create innovative e-learning experiences. ***Cannot be fulfilled by transfer or credit for prior learning.***

ED6504 - Leadership in Higher Education (4)

Students analyze and apply leadership theories and decision-making structures to higher education challenges. Students explore organizational structure, the culture and politics of higher education, and strategies for leading in higher education settings. Students develop a personal philosophy of leadership. ***Cannot be fulfilled by transfer or credit for prior learning.***

ED6574 - Law and Governance in Higher Education (4)

This course helps students develop an understanding of the shared governance structures of colleges and universities. Students analyze ways the legal system affects the operations of higher education institutions. Topics also include the roles leaders play in managing legal issues and legal implications of technology.

Prerequisite: ED5570.

ED6576 - Higher Education Program Administration (4)

Students explore the distinctions between leadership and management and identify the knowledge and skills needed to address higher education administrative challenges. Students determine communication skills necessary at personal and organizational levels and strategies for articulating a shared vision. Additionally, students explore current best practices in human resources leadership and management and their connections with ethical practices.

Prerequisite: ED6504.

ED6822 - The Funding of Educational Institutions (4)

Students investigate the complex financial landscape of education, focusing on how federal and state legislation, judicial decisions, and diverse funding sources shape school and district operations. Students identify best practices for securing and allocating funds, managing budgets, and ensuring responsible use of public resources. Emphasis is placed on evaluating financial health, per-pupil expenditures, and facilities, as well as leveraging external partnerships to enhance educational quality. Throughout the course, students develop the skills to analyze funding processes and their impact on institutional vision, mission, and goals. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5320 or ED7820.

ED6823 - Education and the Law (4)

In this course, students analyze the laws and legal issues affecting P-12 school systems and their constituents and study the tools and methods used to prevent and resolve legal problems. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5320 or ED7820.

ED6852 - P-12 Principalship (4)

Students in this course gain an understanding of the responsibilities and issues associated with the role of the 21st-century P-12 principal. Topics include effective P-12 school leadership and management, curriculum and instruction planning and assessment, and collaboration with stakeholders. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED7820 and ED7014, or ED5320.

ED6857 - Personnel Administration (4)

Students in this course study school policy making, staffing assignment, salary negotiation, grievance procedures, records, supervision, and the evaluation of professional and non-professional employees. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5320.

ED6950 - Capstone for Master of Science in Education (6)

In the capstone course, students demonstrate proficiency in the program's competencies by integrating learning from required courses to complete a final project. ***Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required and elective coursework.

ED7014 - Understanding and Leading School Communities (4)

In this course, students evaluate approaches to creating an inclusive school environment that demonstrates respect and value for staff and student populations. Students assess communication and collaboration strategies that create an effective learning environment and examine the institutional, political, and legal factors that influence the ways schools address issues. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer.***

ED7016 - Technology Integration in Schools (4)

This course addresses the principal's role in integrating technology in schools to improve the effectiveness of instructional programs and school operations. Students assess strategies for supporting school administrators, teachers, staff, and students in appropriately leveraging technology to maximize learning. Students also explore the ways they can use technology to support their own work as leaders. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer.***

Prerequisite: ED7820.

ED7041 - Curriculum and Assessment (4)

Students in this course apply learning principles and effective practices to the design of curricula and assessment. Students evaluate curricula and assessment of student learning outcomes for continuous improvement of the educational process.

ED7314 - Global Perspectives in Postsecondary and Adult Education (4)

In this course, students develop the international and global skills and understandings necessary to become culturally competent adult educators in their specialization. Students define cultural competence for their professional role, learn to address the needs of all students, foster intercultural learning in the classroom or other educational settings, and develop strategies for incorporating relevant international and global perspectives into their curriculum, instructional activities, and assessments. ***Cannot be fulfilled by transfer.***

ED7504 - Leadership for Instructional Design (4)

Students identify the leadership and management skills necessary for the effective design and delivery of web-based instruction. Students develop multiple leadership approaches through a series of assignments that demonstrate competencies in collaborative team planning, decision making, problem solving, and change management. ***Cannot be fulfilled by transfer.***

Prerequisite: ED5130, ED5813.

ED7537 - Emerging Technology and Multimedia for Curriculum and Instruction (4)

Through an examination of research and literature, students examine current trends and issues related to the impact of technology and multimedia on P-12 student teaching and learning. Based on a review of the literature, students develop course projects that include the design of curriculum, instruction, and assessments enhanced through innovative technology and multimedia applications. The course provides real-world skills, tools, and clinical practice experiences designed to support school and district leaders and instructional support staff. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district.***

ED7541 - Teacher Supervision and Evaluation (4)

Students assess current theories and best practices of teacher supervision and evaluation. Students investigate instructional leadership and professional development as part of a systemic

plan to improve student learning. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer.***

Prerequisite: ED7820.

ED7545 - Special Education Administration (4)

This course provides an overview of special education administration functions and services. Students identify the human and material resource responsibilities, activities, and challenges associated with integrating students with disabilities into educational programs. Students also examine the ethical, legal, and financial roles administrators have to staff, students, and families in administering special education programs and services. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent enrollment in ED7820.

ED7546 - Human Resources in Higher Education (4)

Students in this course focus on human resource management in colleges, universities, and other postsecondary institutions. Students also identify and assess potential litigation scenarios, gain experience resolving case studies, and participate in a mock arbitration. Finally, students investigate compensation, selection, training, development, collective bargaining, retention, tenure, and termination. ***Cannot be fulfilled by transfer.***

ED7547 - Assessment in Higher Education (4)

Students examine assessment from the perspective of leaders in higher education as institutions strive to achieve institutional effectiveness and meet accreditation requirements. Students analyze the rationale for assessment, the processes for establishing a culture of assessment, and strategies for utilizing assessment results for program, department, or institutional improvement. ***Cannot be fulfilled by transfer.***

ED7551 - Special Education Curriculum and Instructional Strategies (4)

Students in this course analyze, develop, and evaluate curriculum and instructional strategies for students with a variety of educational needs. Students identify current instructional best practices, determine effective uses of technologies, develop curriculum and instruction plans, and evaluate the effectiveness of special education services in general and special education environments. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer.***

Prerequisite: ED7545, ED7820.

ED7554 - Internship for Director of Special Education 1 (4)

This course is the first of two consecutive internship courses that serve as the capstone courses for the PhD Special Education Leadership specialization. Students assess their special education leadership competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their special education site supervisor and Capella University supervisor. Throughout the course, students maintain a log of their experiences and develop a portfolio as part of their contract materials. ***For PhD Special Education Leadership students only. Grading for this course is S/NS. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. ED7554 and ED7555 must be taken in sequence and prior to the comprehensive examination. Cannot be fulfilled by transfer.***

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED8000, ED6823, ED7537, ED7545, ED7550, ED7551, ED7556, ED7557, ED7820, ED7823, and completion of or concurrent enrollment in ED7541.

ED7555 - Internship for Director of Special Education 2 (4)

This course is the second of two consecutive internship courses that serve as the capstone courses for the PhD Special Education Leadership specialization. Students assess their special education leadership competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their special education site supervisor and Capella University supervisor. Throughout the course, students maintain a log of their experiences and develop a portfolio as part of their contract materials. ***For PhD Special Education Leadership students only. Grading for this course is S/NS. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. ED7554 and ED7555 must be taken in sequence and prior to the comprehensive examination. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Cannot be fulfilled by transfer.***

Prerequisite: ED7554.

ED7556 - Special Education Finance for Leaders (4)

Students in this course evaluate financial considerations of special education programs and services. In particular, students examine historical and current federal and state regulations and how they apply to funding streams, including the policies and procedures that monitor special education programs and services. Students also investigate the issues that affect the education of students with disabilities and their families, including budgeting challenges and the future of special education finance. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer.***

Prerequisite: ED6822, ED6823, ED7545, ED7820.

ED7557 - Special Education Law and Ethics for Leaders (4)

This course provides an overview of the legal foundations and ethical practices of special education for the school administrator. The course also emphasizes the human and material resource legal responsibilities, activities, and challenges that confront school administrators when integrating special education through a continuum of programs and related services. Students gain an understanding of the importance of special education laws and regulations and how to be effective leaders of special education programs. ***Cannot be fulfilled by transfer.***

Prerequisite: ED6822, ED6823, ED7545, ED7820.

ED7631 - Introduction to Training and Performance Systems (4)

This course is an overview of training and human performance improvement (HPI). Students review the evolution of HPI through the introduction of associated theories, concepts, and processes. Students experience the power and value of HPI in organizations by reviewing and assessing real-world projects that include business, performance, gap and cause analyses, intervention selection and implementation, and change and evaluation plans. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5010 or EDD8010 or HRM5002.

ED7641 - Needs Assessment: Models and Procedures (4)

This course is a survey of the needs assessment models and procedures used to diagnose the causes of organizational performance problems. Students design and develop needs assessment instruments and collect and analyze data to differentiate organizational performance issues that require training solutions from those that require non-training interventions. ***Cannot be fulfilled by transfer or credit for prior learning.***

ED7675 - Return on Investment in Training and Performance Improvement (4)

Students in this course use a return-on-investment (ROI) methodology to develop a plan to measure the impact of an intervention. The process model includes evaluation planning, data collection, data analysis, and reporting. The course provides students with the knowledge and skills necessary to conduct an impact study and

support achievement of ROI Certification from the ROI Institute. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED7631, ED7641; or EDD8534.

ED7818 - The Future of Teaching and Learning: Issues for the Educational Leader (4)

In this course, students explore and analyze the issues shaping teaching and learning. Students use futuring methods to examine the ways history, technology, trends, and change affect the future of teaching and learning. ***Cannot be fulfilled by transfer or credit for prior learning.***

ED7820 - Principles of Educational Administration (4)

This course presents an overview of principles of P-12 education leadership theory and practice aligned with six National Educational Leadership Preparation (NELP) program standards. The course incorporates multimedia, including embedded simulations, to enhance presentation and understanding of concepts and issues in school or district leadership and administration. Students also examine business and public administration models and explore theoretical constructs from various disciplines. ***This course requires interaction with practicing school or district administrators and access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer.***

ED7834 - Higher Education and the Law (4)

In this course, students evaluate constitutional, statutory, and case law as related to higher education. Students review federal and state legislation and their implications for both public and private higher education institutions. ***Cannot be fulfilled by transfer.***

ED7840 - The Politics of Higher Education (4)

Students evaluate the changing perceptions of the role of higher education in the United States. Students analyze the politics of competition for resources, the expectations of consumers and providers, and the role of state and local government in higher education institutions. ***Cannot be fulfilled by transfer.***

ED7841 - The History of Higher Education (4)

Students investigate the evolution of colleges, universities, and other postsecondary institutions. Students evaluate the societal, cultural, and economic influences that have shaped the development of higher education curricula, culture, practices, and governance.

ED7845 - Technology for Higher Education Leaders (4)

In this course, students investigate the use of technology to support higher education. Students gain a firm understanding of the use of technology within their institutions for both teaching and learning as well as running the business of education. Students critically analyze how higher education leaders choose to use technology to enhance learning and to manage their institution more effectively. ***Cannot be fulfilled by transfer.***

ED7855 - Higher Education Administration (4)

Students in this course analyze the theories, policies, and procedures involved in administering higher education institutions. Students distinguish between leadership and management and examine the knowledge and skills needed to address higher education administrative challenges. ***Cannot be fulfilled by transfer.***

ED7901 - Educational Administration Internship 1 (4)

This course is the first of two consecutive principal internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration School Leadership concentration. It provides students with the academic and internship experiences that are prerequisites for principal or administrative licensure in most states. Students assess their leadership in educational administration competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, students maintain a log of their experiences and develop a final portfolio as part of their contract materials. ***For PhD and EdS***

Leadership in Educational Administration students only. Grading for this course is S/NS. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. ED7901, ED7902 must be taken in sequence and prior to the comprehensive examination for PhD students and during the final two quarters for EdS students. Cannot be fulfilled by transfer.

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED6822, ED6823, ED6852, ED7014, ED7016, ED7541, ED7545, ED7820, ED8322.

ED7902 - Educational Administration Internship 2 (4)

This course is the second of two consecutive principal internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration School Leadership concentration. It provides students with the academic and internship experiences that are prerequisites for principal or administrative licensure in most states. Students assess their leadership in educational administration competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, students maintain a log of their experiences and develop a final portfolio as part of their contract materials. ***For PhD and EdS Leadership in Educational Administration students only. Grading for this course is S/NS. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. ED7901 and ED7902 must be taken in sequence and prior to the comprehensive examination for PhD students and during the final two quarters for EdS students. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Cannot be fulfilled by transfer.***

Prerequisite: ED7901.

ED7903 - Superintendency Internship 1 (4)

This course is the first of two consecutive superintendent internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration District Leadership concentration. It provides students with the academic and internship experiences that are prerequisites for superintendent licensure in most states. Students assess their leadership in educational administration competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, students maintain a log of their experiences and develop a final portfolio as part of their contract materials. ***For PhD and EdS Leadership in Educational Administration students only. Grading for this course is S/NS. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. ED7903 and ED7904 must be taken in sequence and prior to the comprehensive examination for PhD students and during the final two quarters for EdS students. Cannot be fulfilled by transfer.***

Prerequisite: A cumulative GPA of 3.0 or better and completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED7014, ED7108, ED7543, ED7544, ED7545, ED7820, ED7823.

ED7904 - Superintendency Internship 2 (4)

This course is the second of two consecutive superintendent internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration District Leadership concentration. It provides students with the academic and internship experiences that are prerequisites for superintendent licensure in most states. Students assess their leadership in educational administration competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and

Capella University supervisor. Throughout the course, students maintain a log of their experiences and develop a final portfolio as part of their contract materials. ***For PhD and EdS Leadership in Educational Administration students only. Grading for this course is S/NS. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. ED7903 and ED7904 must be taken in sequence and prior to the comprehensive examination for PhD students and during the final two quarters for EdS students. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Cannot be fulfilled by transfer.***

Prerequisite: ED7903.

ED7905 - Educational Leadership Supplemental Internship (4)

This course is for PhD and EdS Curriculum and Instruction students, PhD and EdS Leadership in Educational Administration students, PhD Special Education Leadership students, and MS Leadership in Educational Administration students who have already completed an internship but need to complete additional internship hours to fulfill specific state licensure or position requirements. It provides students with the academic and internship experiences that are prerequisites for principal, administrative, or superintendent licensure in most states. Students assess their leadership in educational administration competencies and demonstrate proficiency. During their internship, students create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, students maintain a log of their experiences and develop a final portfolio as part of their contract materials. ***For PhD and EdS Curriculum and Instruction students, PhD and EdS Leadership in Educational Administration students, PhD Special Education Leadership students, and MS Leadership in Educational Administration students only. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer.***

Prerequisite: ED8551 or ED7902 or ED7904 or ED7555 or ED5904.

ED8322 - School Improvement for P-12 School Leaders (4)

This course is an overview of the school leader's role in supporting school improvement. Students examine specific strategies and processes to assess a school's current state and needs, followed by strategic data collection, disaggregation of formative and summative data, and examination of school improvement plans. Students also explore the continuous process of viable school improvement through climate surveys, research-based instruction, and enhanced teacher capacity, which leads to improved school climate, curriculum, instruction, and, ultimately, student outcomes. Finally, students interact with practicing school administrators to gain insight into the field of school leadership. ***Cannot be fulfilled by transfer.***

Prerequisite: ED7820, EDD8000; may be taken concurrently with ED6823.

ED8355 - Curriculum Design and Evaluation in Nursing Education (4)

Students research nursing curriculum elements and model construction. Students also evaluate the accreditation process and the influence of accreditation requirements on curriculum development. Students synthesize learning concepts and the components of curriculum and analyze curriculum models that will help students create successful learning outcomes. ***Cannot be fulfilled by transfer.***

Prerequisite: ED8350, ED8360.

ED8360 - The Nurse Educator: Faculty Roles and Responsibilities (4)

Students investigate the roles and responsibilities of nurse educators in higher education and hospital-based clinical settings, differentiating between roles in these two settings. For the hospital-based clinical educator, topics include clinical site responsibilities, professional and staff development, and the importance of student preceptors and mentors. For academic nurse educators/faculty members, topics include degree-granting educational program requirements and content; program and student evaluation; and academic, legal, and ethical issues. ***Cannot be fulfilled by transfer.***

ED8365 - Teaching Strategies in Nursing Education (4)

In this course, students analyze teaching strategies in classroom, online and clinical settings, including use of simulations. Students also discover and implement ways to engage students in teaching and learning using technology. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent registration in ED8355.

ED8370 - Nursing Leadership and Professional Practice (4)

Students in this course explore the grants process within the context of nursing leadership. Students develop the skills needed to identify specific needs and grant opportunities as well as cultivate specific organizational and professional support for grant activities. Additionally, students critique various grant proposals and write elements of a proposal. ***Cannot be fulfilled by transfer.***

Prerequisite: ED8355, ED8365.

ED8447 - Advanced Funding and Managing Education Enterprises (4)

In this course, students explore and analyze the financing and fundraising plans of higher education enterprises. Students explore current political and finance issues associated with higher education institution funding and management with an emphasis on endowments, public and private funding models, and intellectual property rights. ***Cannot be fulfilled by transfer.***

ED8515 - Advanced Action Research for Teacher-Leaders (4)

Students evaluate advanced action research associated with classroom and school improvement. Students develop the skills needed to define and resolve problems that create barriers to student learning and engage in individual and collaborative research to improve student learning outcomes. ***Students who have taken ED5515 should not take ED8515. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.***

ED8534 - Advanced Instruction and Assessment: Theory and Practice (4)

In this course, students explore how advanced (differentiated) instruction and assessment serves the needs of P-12 students. Through the lens of a classroom practitioner and building/district administrator, students discuss various aspects of advanced instruction and assessment. Students also consider theories in research as they relate to differentiated instruction and assessment and use clinical practice experience to examine current and emerging issues and trends involving instruction and assessment. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer.***

Prerequisite: ED7820.

ED8829 - Research in Instructional Design and Development (4)

This course builds upon previous research courses and encourages students to begin the transformation from practitioner to scholar engaged with theory and research impacting instructional design and development in an e-learning environment. Students explore the fundamental elements of research in instructional design and development, generate potential dissertation research topics relevant to the Instructional Design and Development specialization, and discuss their potential to contribute to the body of instructional design and development knowledge.

Prerequisite: ED5130, ED5813, RSCH7860.

EDT - Education Technology

EDT5100 - Leading Innovation and Implementing Change (4)

In this course, students demonstrate key skills required to lead change in K-12 schools and to implement innovative instructional techniques that enhance student learning for all students. Students examine innovative instructional practices that incorporate technology and media, develop ways to use these practices to meet the needs of all students and students with a wide range of learning needs, and apply strategies for collaborating with colleagues to integrate state-of-the-art practices into daily classroom instruction.

ENG - English

ENG1010 - Essential English with AI Tools (6)

Students build essential English skills needed to work effectively with generative Artificial Intelligence. Students write well-organized text with credible evidence, standard English grammar, and tone and purpose appropriate to their topic and audience. In addition, students use artificial intelligence tools to enhance their written communication.

ENG1110 - English Composition and Editing (6)

Students gain the skills necessary to write persuasively for different purposes and audiences using modern tools. They plan, draft, and revise clear, well-organized writing that includes a focused claim. Additionally, students identify, use, and cite reliable sources. Students give their writing a final polish through revision focusing on structure and clarity before editing for grammar, style, and overall flow.

ENG1250 - Introduction to Technical and Business Writing (6)

In this course, students discover how to harness the power of words in a professional environment. Students focus on the fundamentals of business and technical writing to understand how to write for a variety of purposes. Students also gain the skills necessary to craft a clear and targeted message for any audience.

ENG2100 - Digital Writing (6)

Students compose text for different digital media. They design and format text for web pages and include appropriate visual elements. Students write with clear purpose and accurate grammar and use digital tools to revise their work.

ENG2250 - Academic Research and Writing (6)

In this course, students assess how to use writing to understand, influence, and connect with an audience. Students identify how to use primary and secondary research to support their informed arguments, as well as how to document their research. Students develop the skills necessary to research and analyze the writing of others to evaluate credibility.

ENTR - Entrepreneurship

ENTR5412 - New Ventures and Entrepreneurship (4)
This course is an introduction to new ventures and entrepreneurial feasibility, research, funding, and planning for new venture opportunities. Students investigate legal structures of entrepreneurial ventures, examine factors that influence the selection process, evaluate the feasibility of a venture concept, identify a customer base and market, and consider funding options for the business venture.

FIN - Finance

FIN5710 - Economic Foundations for Financial Decision Making (4)

This course examines macro and micro economic principles, theories and tools, and their applications to business. Students analyze economic activities from a national and global perspective, value creation, tools employed by the Federal Reserve System and government to create and implement fiscal and monetary policies, and the importance of these for business. Students also apply microeconomic theories and market competition considerations to behavior and decision making of firms and individuals.

GBUS - Business

GBUS9919 - Doctoral Comprehensive Examination (3)
This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Students write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, students are eligible to register for the first dissertation course. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better; completion of practicum courses, if applicable; and fulfillment of all residency requirements.

GBUS9960 - Dissertation Courseroom (3)

This course provides students with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: BMGT9919 or OM9919 or GBUS9919.

HCM - Health Care Management

HCM5310 - Decision-Making in the Health Care System (4)

In this course, students examine the complex and dynamic U.S. health care system, stakeholders, laws, and regulations. Students develop an understanding of how health care delivery systems are organized and financed and identify the economic, legal, and political factors that influence the management of health care organizations.

HCM5312 - Analyzing the Health Care Environment (4)

Students apply regulatory analyses to examine the organization's position within the external environment and develop plans to strengthen the organization's strategy. Students use evidence-based decision making to support analyses.

Prerequisite: MBA5006, HCM5310.

HCM5314 - Driving Health Care Results (4)

In this course, students analyze ways in which health care leaders support the effective access and delivery of quality patient care in a customer-focused and cost efficient manner. Students address the impact of organizational culture, structure, operations, services, and financing on outcomes to optimize results in a health care organization.

Prerequisite: HCM5310, MBA5006.

HIM - Health Information Management

HIM1610 - Introduction to Medical Terminology (6)

Students develop an understanding of medical terminology used within healthcare. Students achieve a working knowledge of prefixes, suffixes, word roots, and combining forms and practice correctly pronouncing, spelling, and using medical terms in the appropriate contexts. ***Students who have received credit for HIM4610 may not take HIM1610. RN-to-BSN students are not eligible to earn credit for this course.***

HIM2660 - Ethics and Compliance in Healthcare Data Management (6)

Students gain a legal and ethical overview of the health information industry, including the role of the Health Information Portability and Accountability Act (HIPAA). Students analyze security and privacy issues related to gathering and sharing health data and examine the legal constraints of transmitting data outside the parameters of treatment, payment, and health operations. ***Students who have received credit for HIM4660 may not take HIM2660.***

Prerequisite: HIM1610.

HIM2670 - Strategic Management of Health Information Systems (6)

Students gain an overview of the health information management (HIM) field. Students describe the past and current state of the U.S. healthcare system, including healthcare reform, the Triple Aim, and market forces, which consist of technology, laws, quality, and patient safety. Students also discuss HIM careers in detail. Students examine HIM's purpose, educational requirements, work settings, and relations with other healthcare workers. Lastly, students apply leadership and management theories to everyday events in the HIM field. ***Students who have received credit for HIM4670 may not take HIM2670.***

HIM3620 - Foundations of Health Information Management (6)

Students analyze the operational and financial principles of managing health data from multiple source systems. Students identify various data

integration tools and techniques used to support clinical information systems, including data warehousing, batch processing, and interface engines. Students also examine network and database design and architecture and their effects on source system development.

Prerequisite: HIM1610.

HIM3640 - Managing Electronic Health Records Systems (6)

Students build their knowledge of health data management history and the role of the electronic health record (EHR) in healthcare organizations. Throughout the course, students identify the characteristics of the EHR and other clinical systems, develop their skills in using an EHR, and evaluate the standards being developed to encourage EHR interoperability and data sharing.

Prerequisite: HIM1610.

HIM4630 - Statistical Analysis for Health Information Management (6)

Students identify basic statistical strategies and tools used to analyze and interpret health care data, including pattern recognition, data classification, and data mining, modeling and sampling. Students also evaluate the resources that provide health care information and support health information integrity and data quality.

Prerequisite: HIM1610.

HIM4650 - Decision Support and Quality Management in Health Information Management (6)

Students examine decision-support practices and quality-management techniques used to improve the quality of health care. Students apply decision-modeling techniques. Students also evaluate the impact of clinical information systems on the quality, safety, and efficiency of health care data.

Prerequisite: HIM1610.

HIS - History

HIS1150 - U.S. History: How the Past Informs the Present (6)

Students investigate key events in U.S. history and connect these events to current social, political, and economic issues. Students review historical resources to decide what information is credible and draw their own conclusions about the causes and consequences of historical events. Further, students develop a toolkit of skills to help them apply their knowledge of the past to inform perspectives and decisions that affect the future of American society.

HMSV - Human Services

HMSV5002 - Theory and Application in Human Services (4)

This course presents contemporary social problems addressed by human services professionals in the field and familiarizes students with the community resources available to them. Students examine the theories behind human services delivery and management in order to gain a broader understanding of the human services profession and the role of human services professionals within various delivery settings. ***Must be taken during the first quarter by students who have been admitted to the MS in Human Services degree program. Cannot be fulfilled by transfer.***

HMSV5314 - Program Development and Evaluation in Human Services (4)

In this course, students examine needs assessment, program development, and program evaluation as fundamental tools in a variety of organizations. In particular, students use research-based models and best practices to inform program development and evaluation in for-profit, nonprofit, and government settings. Students also gain the skills they need to communicate effectively with internal and external stakeholders and address ethical implications of various approaches to program development and evaluation.

HMSV5316 - The Effective Use of Analytics in Human Services (4)

In this course, students develop the skills needed to apply the early aspects of the life cycle of human services analytics. Students examine the various data sources, data models, and algorithms and use basic tools to complete an analysis. Students also collaborate within teams to evaluate case studies and explore the ways in which stakeholders' needs are met through data analytics.

HMSV5320 - Ethical Practice in Human Services (4)

Students in this course analyze the ethical standards and expectations required of human services professionals in research and practice. Students apply an ethical problem-solving framework to solve a variety of ethical dilemmas and issues relevant to the human services field.

Prerequisite: HMSV5002.

HMSV5334 - Self-Development for Human Service Professionals (4)

This course is a survey of theories, research, and concepts that highlight the importance of various individual and group experiences. Students consider the effects of personal characteristics and evaluate the role of the human services and educational professional in addressing the needs of clients and colleagues in the workforce. Students also apply a variety of theoretical approaches and methodologies to real-life scenarios.

HMSV5340 - Leading in For-Profit, Nonprofit, and Government Organizations (4)

This course familiarizes students with the unique expressions of leadership in for-profit, nonprofit, and government organizations. Students differentiate among the capacities of various types of leaders and stakeholders to ensure continuous leadership and organizational development.

HMSV5390 - Interpersonal and Leadership Skills for Human Services Professionals (4)

In this course, students develop the fundamental professional communication, collaboration, problem-solving, and information literacy skills necessary for working with individuals, communities, and agencies. Throughout the course, students apply techniques for developing goals and recommending strategies and explore appropriate ways for disseminating information to assist stakeholders in achieving those goals. ***Cannot be fulfilled by transfer.***

HMSV5402 - Social Change and Public Policy in Human Services (4)

In this course, students examine the concepts, principles, and stages of public policy development and analysis in the human services field. Students gain an understanding of the approaches used by policymakers and policy analysts to evaluate the effects of programs and projects on societal problems in for-profit, nonprofit, and government settings. Other course topics include the policy process, agenda setting, advocacy, analysis, political process management, policy implementation, and public policy evaluation feedback based on information gained from the field.

HMSV5410 - Financial Management and Budgeting in Human Service Organizations (4)
In this course, students examine human service program revenue sources and assess budgeting strategies and expense allocations associated with the management of human services organizations. In particular, students explore the complexities of financial and budget management in for-profit, nonprofit, and government human services organizations. Students also examine issues related to voluntarism, hiring, salaries, compensation and benefits, technology upgrades, and operational requirement assessments.

HMSV5420 - Developing Innovative Human Service Organizations (4)

Students in this course explore the elements of organizational development, design, and change in human services organizations. Students evaluate design and change theories; explain creativity and implementation in organizations through innovative practices; and investigate the technological tools needed to lead for future growth in for-profit, nonprofit, and government organizations. In addition, students analyze the philosophy of an organization, including its purpose and values, and discuss how creative

innovation can strongly impact the organization's stakeholders.

HMSV5430 - Leading Adaptive Organizational Systems in Human Services (4)
In this course, students analyze emerging theories of leadership in complex and dynamic human services programs that are capable of adapting to significant policy, social, or environmental changes. Throughout the course, students assess the impact of leadership style, policy changes, and funding sources on organizational operations through adaptive leadership models. Students also explore their own personal leadership style and philosophy of leadership through various learning exercises and practice incorporating human services concepts in a problem-solving scenario.

Prerequisite: HMSV5420.

HMSV5993 - Human Services Capstone for Master's Students (4)

In this course, students demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a human service organization or system or to propose a new application in their professional field. ***For MS in Human Services students only. Cannot be fulfilled by transfer.***

Prerequisite: All required and elective coursework.

HMSV8004 - Advanced Human Services Leadership and Practice (4)

Students in this course develop an understanding of human service leadership and practice. Students analyze the attributes that scholar-practitioners exhibit for effective service delivery, including data-driven decision-making skills and multidisciplinary collaboration strategies. Students also apply the principles of ethical leadership within the field of human services.

HMSV8008 - Research Methods and Program Evaluation (4)

Students develop their research skills by demonstrating an understanding of quantitative and qualitative methodologies and when to apply each type. Students differentiate between theoretical and action research and how to utilize action research to investigate concerns of either human services organizations or communities. Students also examine how laws, regulations and ethical implications must be considered when conducting research.

Prerequisite: HMSV8004.

HMSV8210 - Advanced Program Development in the Human Service Sector (4)

Students synthesize their knowledge of evidence-based human services interventions to develop human services programs, including program evaluation plans. Students apply leadership strategies as well as consider ethical issues, demographics, and various perspectives when considering program development. Additionally, students apply knowledge of multidisciplinary collaboration to ensure the program meets clients' and communities' needs as well as advocate for program funding.

Prerequisite: HMSV8008, HMSV8220.

HMSV8212 - Advanced Ethics in Human Services (4)

Students examine the ethical and leadership responsibilities of human service professionals. Students synthesize ethical principles with leadership roles in public and private settings and evaluate the ways professionals apply ethics and leadership in their work with client and community populations, including considering challenges in service provision during client encounters. Students also distinguish between ethical and legal responsibilities for human services professionals.

Prerequisite: Completion of or concurrent registration in HMSV8218.

HMSV8214 - Funding and Grant Writing Skills for Human Services (4)
Students engage in a comprehensive examination of the process of writing proposals for various sources of funding including grants and requests for proposals for programs or projects in for-profit, nonprofit and government organizations. Students research opportunities; align the program or project goals to be funded with the purposes of the funder; develop effective communication with prospective funders; analyze

components of successful funding proposals; and develop a viable proposal, including plans for award management and program evaluation.

Prerequisite: HMSV8218.

HMSV8218 - Advanced Data Analytics and Program Evaluation in Human Services (4)

Students examine program evaluation as a fundamental tool in nonprofit, for-profit and government organizations. Students determine the appropriate type of program evaluation to address an organization's question or need. Additionally, students justify the type of data needed to answer the question as well as data analysis strategies while taking ethical considerations into account. Students also present the findings effectively in narrative format as well as visually.

Prerequisite: HMSV8210.

HMSV8220 - Scholarly and Professional Writing in Human Services (4)

Students develop their writing skills by examining the differences between scholarly writing and professional writing. Students hone basic writing skills (grammar, spelling, mechanical errors) and apply APA formatting rules. Students also examine ways to organize their thoughts and present them in narrative format for both scholarly and professional audiences as well as scholarly and professional documents. Students develop skills in reviewing research from peer-reviewed journals as well as theoretical writings that may be applicable to their upcoming doctoral projects.

Prerequisite: HMSV8004.

HMSV8304 - Strategic Planning and Organizational Effectiveness for Human Services (4)

Students practice increasing organizational effectiveness through strategic planning. Students develop operational plans and assessment strategies to enhance organizational performance by applying strategic frameworks. Additionally, students explain how organizations' strategic missions advocate for those in need within the community. Taking ethical considerations into account, students utilize strategies to advocate for organizations and communities as well as develop collaboration strategies to support organizations. Students demonstrate their writing skills by creating professional documents.

Prerequisite: HMSV8218.

HMSV8320 - Effective Negotiation and Mediation Skills for Human Services Leaders (4)

Students gain an understanding of communication strategies for human service leaders. Students develop and apply a working knowledge of evidence-based best practices and behaviors for relationship-building, advocacy, negotiation and conflict management in a variety of human services settings. Throughout the course, students apply strategies in negotiation, conflict management, and mediation and integrate ethical interpersonal communication skills necessary for positive multidisciplinary working relationships with various populations.

Prerequisite: Completion of or concurrent registration in HMSV8218.

HMSV8404 - Leadership Theory and Practice in For-Profit, Nonprofit, and Government Human Services Programs (4)

Students analyze leadership theories and practices and apply them to contemporary and future practices in human services organizations. Students describe collaboration strategies to build effective multidisciplinary collaboration. Additionally, students apply principles that improve organizational performance. Throughout the course, students develop expanded leadership perspectives and practices that enable them to assure the viability of their organizations in for-profit, nonprofit and government human services programs.

Prerequisite: HMSV8008, HMSV8220.

HMSV8408 - Advanced Financial Management in For-Profit, Nonprofit, and Government Human Services Programs (4)

Students investigate the strategies, techniques and requirements needed to effectively manage finances in human services programs. Throughout the course, students evaluate and apply financial analysis and reporting theories and practices employed by human service leaders. Students also examine the technology used in financial analysis and gain an understanding of how to

appropriately communicate an organization's financial position to boards, stakeholders and the community. Students also examine the differences between financial management strategies for for-profit, nonprofit and government human services organizations.

Prerequisite: HMSV8218.

HMSV8612 - Needs Assessment for Human Services (4)

Students apply their research skills to conduct a needs assessment. Students identify an organization or community's problem that could benefit from investigation and develop an appropriate design to study the identified problem, conduct data collection, and analyze the data to understand the problem. Students use this as a preliminary investigation that should inform their capstone project. Students present the results visually as well as in narrative format. ***Cannot be fulfilled by transfer.***

Prerequisite: HMSV8004, HMSV8008, HMSV8210, HMSV8212, HMSV8214, HMSV8218, HMSV8220, HMSV8304, HMSV8320, HMSV8404 and HMSV8408.

HMSV8700 - Keystone: Determining Readiness for the Professional Doctorate Project (4)

Students synthesize the knowledge and skills gained during their program. Students state the case for their planned capstone project to demonstrate their readiness to enter the professional doctorate project process. In addition, students identify strategies to secure a supervisor/preceptor and project site. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework.

HMSV9961 - Human Services Doctoral Project 1 (4)

Students obtain university approval of the topic for their capstone project. Students identify a topic, synthesize current research to support and justify the topic, and explain how the topic will address an organizational or community need. Students also identify an appropriate methodology for the topic. ***For DHS students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: HMSV8612 with a cumulative GPA of 3.0 or better.

HMSV9962 - Human Services Doctoral Project 2 (4)

Students finalize their proposals for their doctoral project and must secure school approval to pass the course. Students expand the literature identified in HMSV9961 and synthesize it to justify their doctoral project. Additionally, students design a feasible study with appropriate methodology. ***For DHS students only. Grading for this course is S/NS.***

Prerequisite: HMSV9961.

HMSV9963 - Human Services Doctoral Project 3 (4)

Students analyze the ethical aspects of their doctoral project and begin the literature review for their capstone project. Students secure IRB approval, if needed, and complete an ethics paper that reflects on ethical considerations for their doctoral project. Additionally, students synthesize readings on theory and current research that will be part of the literature review for their doctoral project reports. If time permits, students begin the data collection for their doctoral projects. ***For DHS students only. Grading for this course is S/NS.***

Prerequisite: HMSV9962.

HMSV9964 - Human Services Doctoral Project 4 (4)

Students complete the data collection and draft their doctoral projects. Students must complete data collection and have it approved by the

instructor to successfully complete this course. Students also complete their data analysis. Additionally, students develop initial drafts of their doctoral project report and deliverable. ***For DHS students only. Grading for this course is S/NS.***

Prerequisite: HMSV9963.

HMSV9965 - Human Services Doctoral Project 5 (4)

Students complete the doctoral project in this course. Students must finalize their report as well as their deliverable and secure instructor and school approval on both to successfully complete the doctoral project, which consists of successfully presenting their findings and recommendations in both visual and narrative formats. Students write the report for a scholarly audience and the deliverable for a professional audience. ***For DHS students only. Grading for this course is S/NS.***

Prerequisite: HMSV9964.

HMSV9971 - Doctoral Capstone (3)

This course provides students with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Students apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organizational, institutional, or community concerns. ***Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

HMSV9980 - Doctoral Project Development (4)

Students gain the resources, structure and faculty support for successful completion of their doctoral project requirements. Students analyze, critique and integrate information into the design and implementation of their project. ***For DHS students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

HRM - Human Resource Management

HRM5002 - Survey of Human Resource Management in Practice (4)

This course is a survey of contemporary perspectives in the field of human resource management. Students apply competencies developed by the Society for Human Resource Management (SHRM) in order to support people, the workplace, and an organization. Students integrate legal and ethical standards into human resource policies and practices. Students also address the role of the HR practitioner in the alignment of operational and strategic approaches. ***Must be taken during the first quarter by students who have been admitted to the MS in Human Resource Management degree program or Human Resource Management graduate certificate program. Cannot be fulfilled by transfer or credit for prior learning.***

HRM5055 - Comprehensive Reward Systems (4)

In this course, students examine compensation models and their application in organizations, which includes both direct and indirect rewards. Students also discuss compensation strategies and their link to designing an effective organization. Students further explore how compensation structures are developed and applied as well as the different strategic roles of rewards in developing an effective workforce.

Prerequisite: HRM5002.

HRM5060 - Sourcing and Managing Talent in the Workplace (4)

Students in this course examine contemporary perspectives in recruiting, talent mobility, workforce planning, and performance management. Students select and develop approaches which support employee mobility and performance to advance organizational goals.

Prerequisite: Completion of or concurrent registration in HRM5002; or HRM5310.

HRM5065 - Employment Law in the Successful Workplace (4)

Students gain an understanding of the application of U.S. law and legislation to human resource management theory and practice in the modern

workplace. Students evaluate historical perspectives on law and labor relations and the impact of context on practice. Students identify the value of aligning of organizational mission, legal compliance and ethical practices. Students also assess methods by which the HRM professional can resolve conflict and defuse or mitigate potentially litigious situations while enhancing productivity.

Prerequisite: HRM5002.

HRM5070 - Workplace Learning Strategies for the HR Professional (4)

Students gain an understanding of the role of the HR professional in applying theories and models of learning, learning styles, and ways to design and manage the learning process and programs to develop talent. Students apply a strategic approach to workplace learning to align with an organization's strategy that will meet the needs of individual contributors, managers, and senior leaders in the organization.

Prerequisite: HRM5002.

HRM5075 - Leading and Influencing for the Human Resource Practitioner (4)

This course helps guide students through an analysis of their own leadership strengths and capabilities, preparing them to develop skills to become an influential HR practitioner. The course emphasizes understanding the human resource professional choices in leadership theories and models, awareness of the student's leadership strengths, tools to build trust and relationships, and clarity of the students continued need to develop as a leader.

Prerequisite: HRM5002.

HRM5080 - Evidence-Based Decision Making for HR Professionals (4)

In this course, students apply evidence-based models of decision making to advocate and support HR strategies and practices. Students use qualitative and quantitative data in HR decision making to influence organizational stakeholders and incorporate storytelling to provide compelling advocacy for HR programs, practices, and projects.

Prerequisite: HRM5002.

HRM5090 - Retaining and Engaging Employees for the Modern Workforce (4)

In this course, students apply models of employee motivation, thriving, and engagement in the workplace to create the employee experience. Students also analyze the ways in which culture, employee and leader behavior impact strategic retention. Finally, students assess the influence of technology and evidence-based practices on employee lifecycle, engagement, and positive employee and organizational outcomes.

Prerequisite: HRM5002 or HRM5310.

HRM5100 - HRM Professional Internship (4)

This course provides students with an optional, experiential opportunity to complete up to 400 hours of applied service in an industrial or organizational work-related setting of their choosing. Students may engage in human resource management roles, including recruitment and selection, talent development, employee engagement and retention, and compensation. Throughout the course, students participate in supervised training at a pre-approved internship site and engage in concurrent online courseroom activities that emphasize increased self-awareness, self-reflection, and self-evaluation of workplace skills and leadership behaviors; application of evidenced-based practice; ability to practice across populations; and practice within professional and ethical standards. ***For MS in Human Resource Management students only. Grading for this course is S/NS. Approval of internship application is required one quarter prior to course start. Cannot be fulfilled by transfer.***

Prerequisite: HRM5002, HRM5060, HRM5070, HRM5090, HRM5065.

HRM5112 - Certification Examination Preparation for the aPHR, PHR and SPHR (4)

In this course, students review the current HRCI® Exam Content Outlines to prepare for the aPHR®, PHR® and SPHR® certification exams. Students apply their critical thinking skills to scenario-based questions, and develop test-taking strategies for passing these exams. ***Cannot be fulfilled by transfer or credit for prior learning.***

HRM5115 - Certification Examination Preparation for the SHRM-CP and SHRM-SCP (4)

In this course, students review the current body of competency and knowledge in the HR management field and prepare for the SHRM-CP and SHRM-SCP certification exams. Students apply their critical thinking skills to behavioral competencies in leadership and navigation, ethical practice, business acumen, relationship management, consultation, critical evaluation, and global and cultural effectiveness and communication. Students also develop test-taking strategies to help aid them in taking these exams. ***Students are encouraged to contact the Society for Human Resource Management (SHRM) prior to registration for specific eligibility requirements for SHRM-CP and SHRM-SCP exams. Cannot be fulfilled by transfer or credit for prior learning.***

HRM5118 - Human Resource Legal Challenges and Solutions (4)

This is an advanced course designed for HR professionals who seek to prepare themselves for the complex challenges of legal employment issues in the workplace. Students investigate the nature of and strategies for addressing workplace legal actions in order to create a legally compliant workplace. Students develop action plans and management strategies for minimizing risk.

Prerequisite: HRM5065.

HRM5120 - Global Human Resource Practice (4)

In this course, students navigate the global legal and regulatory environments and their application to HR practices. Students apply HR principles and models to multiple contexts within the global environment. Students develop an awareness of global communities and best practices for working across countries.

Prerequisite: HRM5002.

HRM5310 - Strategic Human Resource Management (4)
In this course, students examine how human resource management (HRM) impacts and supports strategic organizational goals. Using key HRM principles, practices, and data, students develop well-rounded strategies to address HR related needs and opportunities for a dynamic, multicultural, and global workforce. ***For MBA students only.***

HRM5401 - The Legal, Ethical, and Regulatory Environment of Health Care (4)
Students in this course study the legal, ethical, and regulatory environment of health care and the impact on human resource management. Students examine health care delivery systems, revenue sources, laws, regulations, ethics, and compliance requirements, including ways to support and mitigate risk in the complex health care environment.

Prerequisite: HRM5002, HRM5065.
HRM5402 - Planning, Sourcing, and Developing Talent in Healthcare Organizations (4)

Students examine talent acquisition, employee development, and workforce planning in healthcare organizations. Students analyze, develop, and apply models and approaches for the unique needs of healthcare talent management.

Prerequisite: HRM5401 or MHA5014.

HRM5403 - Transforming the Employee Experience in Health Care (4)

Students analyze human resource (HR) practices to retain and engage the health care workforce. Students investigate HR's role in organizational transformation and supporting positive patient outcomes by creating a culture of quality, high performing, and engaged employees. Students also strengthen their understanding on how HR supports employee health and wellness.

Prerequisite: HRM5002, HRM5090, HRM5401.

HRM5960 - HRM Capstone: Improving and Transforming HR Practice (5)

This is an integrative course for students in the MS in Human Resource Management degree program. Students synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Students apply models and best practices in human resource management to achieve desired project

outcomes. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required coursework.

HS - Human Services

HS8300 - People in the Workplace (4)

In this course, students review contemporary workplace issues. In particular, students compare and contrast policies; evaluate relevant research findings; apply workplace best practices; and integrate professional and ethical codes, standards, and laws in the human services work setting. ***Students may earn credit for either CST8300 or HS8300, but not both.***

HS9919 - Doctoral Comprehensive Examination (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Students write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, students are eligible to register for the first dissertation course. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better; completion of practicum courses, if applicable; fulfillment of all residency requirements.

HS9960 - Dissertation Courseroom (3)

This course provides students with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: HS9919.

HUM - Humanities

HUM1200 - Philosophy of Work (6)

This course emphasizes the nature, history, and ethics of work. Students investigate different conceptions of the meaning of work by analyzing various kinds of labor; the ways work has changed over the course of history; and the ways work relates to meaning, significance, and dignity in human life. Students examine the views and practices of work in different cultures. Students also develop a philosophy of work.

HUM1350 - Culture, Continuity, and Change (6)

Students identify key works of art, music, literature, architecture, religion, philosophy, science, and politics. They compare creative expression across cultures and time periods. Students describe the effect of politics on art, music, literature, and thought. Additionally, they identify contemporary uses of past creative expressions.

IAS - Information Assurance and Security

IAS5002 - Communication Skills for Today's Information Security Professional (4)

This course establishes foundational knowledge of the methodologies, nomenclature, communication skills, principles, and practices related to information assurance and security. This course also introduces current and future technological tools and practices designed to assess vulnerabilities while protecting information technology assets and intellectual property. ***Must be taken during the first quarter by students who have been admitted to the MS in Information Assurance and Cybersecurity degree program. Cannot be fulfilled by transfer or credit for prior learning.***

IAS5010 - Information Technology Security Fundamentals (4)

Students explore foundational cybersecurity concepts and technologies that support the secure design, implementation, and operation of information systems throughout their life cycles. Students examine essential network architectures and components, analyze how data moves through interconnected systems, and assess how those components contribute to

system functionality and security. The course introduces common network and security devices such as routers, switches, firewalls, virtual private networks (VPNs), and intrusion detection mechanisms and explains the protocols, controls, and configurations that enable their secure use. Through applied activities and hands-on exercises, students develop practical experience using network security and analysis tools, including an introduction to automation and artificial intelligence-supported security capabilities, to observe network behavior, identify potential weaknesses, and support effective security decision making.

IAS5015 - Network Security Fundamentals and Cryptography (4)

Students apply foundational concepts of cybersecurity and information assurance to select appropriate information security policies, procedures, and controls to defend enterprise information assets from breaches of confidentiality and integrity. Students identify specific points of vulnerability that may be mitigated through the use of administrative security policies and operational information security tools. Students also examine principles of cryptography and some of the security controls and methods that use it.

Prerequisite: Completion of or concurrent registration in IAS5010 or ITEC5020.

IAS5020 - Information Security Regulatory and Legal Environment (4)

Students apply cyber-defense and information assurance controls in context of the rules and guidelines that influence them and with an understanding of the security standards, responsibilities, rules, regulations, and issues that impact a particular organization. Students identify laws and policies related to cyber-defense and how they relate to the storage and transmission of data. Students also study basic concepts of audit, evidence collection, and chain of custody rules.

Prerequisite: Completion of or concurrent registration in IAS5015.

IAS5025 - Operating System Defense (4)

Students in this course explore the fundamental security issues related to operating system (OS) defense. Students also employ best practices to harden operating systems and associated software applications using various tools as a part of a layered defense-in-depth strategy.

Prerequisite: Completion of or concurrent registration in IAS5020.

IAS5030 - Identifying and Managing Risk (4)

Students examine information security risk management principles and methodologies used to identify, analyze, and manage risk within organizational environments. Students evaluate common risk analysis approaches, including their characteristics, advantages, limitations, and practical applications. The course explores diverse sources of risk such as external threat actors, intentional and unintentional insider actions, system misconfigurations, and environmental or structural factors. Students identify vulnerabilities across hardware, software, cloud environments, data assets, and operational procedures that contribute to organizational risk. Through applied labs and scenario-based activities, students perform qualitative and quantitative risk assessments; apply vulnerability testing tools; and evaluate the role of policies, controls, and emerging automation and artificial intelligence-supported techniques in reducing and monitoring cybersecurity risk.

Prerequisite: IAS5025.

IAS5100 - Data Engineering (4)

Students in this course gain an understanding of basic abstract data structures and the role that data structures play in secure software development. Students apply data structure concepts to information security problems and perform reverse engineering of data structures, databases, software, and hardware components to determine their functionality, inputs, outputs, and stored data.

Prerequisite: IAS5130.

IAS5110 - Digital Forensics Processes (4)

Students in this course apply forensics tools and techniques to investigate incidents, analyze devices, and conduct forensics reporting.

Prerequisite: IAS5030.

IAS5120 - Digital Forensics Tools (4)

Students explore and apply forensics tools and techniques to investigate and analyze digital devices and constructs such as personal digital devices, storage media, and network hosts and traffic.

IAS5130 - Programming for Security Professionals (4)

Students in this course examine core programming concepts such as variables, iteration structures, decision structures, data structures (such as arrays), and how to combine these core concepts to write simple scripts and programs. Additionally, students apply secure coding practices using C and the Python scripting language in their associated integrated development environments. In working with the C language, students apply defensive coding practices designed to prevent many security vulnerabilities. Using Python, students write scripts that perform important network administration tasks such as monitoring network traffic.

IAS5201 - Artificial Intelligence In Cybersecurity (4)

Students explore how artificial intelligence (AI) capabilities can be used by a cybersecurity team to improve their security process operations. Students take a practitioner focus on how the capabilities can be leveraged. Students present an overview of AI concepts and uses and study various use cases on automating aspects of security processes such as threat intelligence, malware detection, and network security. Other topics include protecting the models themselves, ethical considerations, and emerging trends in AI as they relate to cybersecurity.

IAS5211 - Mobile and Wireless Network Architecture and Security (4)

Students examine the core concepts, technologies, components, and security challenges associated with mobile, wireless, and Internet of Things (IoT) network environments. Students evaluate digital communication methods and analyze how mobile and wireless systems operate to support secure data transmission and voice services. The course explores mobile and wireless network architectures, protocols, and emerging technologies, including advancements from 5G through future generations. Through hands-on labs and applied scenarios, students use network defense tools to identify, analyze, and mitigate security risks affecting mobile devices, wireless networks, and IoT systems. The course also introduces the application of artificial intelligence to mobile and wireless network security, including AI-supported threat detection, monitoring, and response, preparing students to address evolving risks in modern data communication environments.

IAS5220 - Network Security Controls and Testing (4)

Students examine cryptographic algorithms and secure communication protocols and analyze how they protect information while it is stored, transmitted, and processed. Students evaluate network security controls and testing methodologies used to identify, analyze, and mitigate vulnerabilities and threats in enterprise network environments. The course explores contemporary network architectures, emerging technologies, and the security challenges associated with modern network communications. Through applied labs and scenario-based activities, students conduct penetration testing and network forensics to understand how vulnerabilities can be exploited, how attacks are detected, and how security controls can be strengthened. The course also introduces the use of automation and artificial intelligence-supported techniques in threat intelligence, testing, and analysis to support advanced network security operations.

IAS5230 - Secure Network Design and Engineering (4)

Students investigate abstract data types and how to apply them when solving cybersecurity problems in network design and engineering. They analyze security requirements in networked operational systems and evaluate designs for compliance with organizational governance and approval processes. Students also examine how virtualization and network architectures are implemented, deployed, and secured, including how interfaces between major virtualized components affect system risk. Also, students integrate AI tools and methods to automate analysis, enhance security operations, and support decision-making in network architecture and design.

IAS5320 - Patient Privacy Rights and Healthcare Regulatory Requirements (4)

Students in this course evaluate the differences between healthcare privacy and healthcare information security and develop their understanding of the healthcare regulatory environment. Students identify and demonstrate the use of tools and controls used to prevent data breaches, and evaluate the processes for creating forensic evidence of a breach. To help end users comply with data security, students also develop policies, procedures, and user training, which consists of documentation, communication, and notifications and risk assessment strategies.

Prerequisite: IAS5201.

IAS5900 - IAS Capstone (4)

Students demonstrate their mastery of the program and specialization objectives through application of information security and assurance tools and methodologies. ***For MS in Information Assurance and Cybersecurity students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required coursework.

ISTM - Information Systems and Technology Management

ISTM5110 - Strategic Management of Network Technology (4)

Students investigate corporate network management issues and analyze emerging network technology and trends, especially on the security issues encountered while managing networks. Students also plan for sourcing and procuring enterprise network technology.

ISTM5112 - Global Network Policy, Regulation, and Governance (4)

Students assess the impact of laws, policy, and regulations on network operations. Students analyze methods of aligning network policies that mitigate risk with business needs within the context of policies, laws, and regulations. Students also create a contingency plan template for responding to possible policy and regulatory changes.

ISTM5114 - Enterprise Network Analysis, Architecture, and Design (4)

This course familiarizes students with trends in network architecture and design, enabling students to better align network architectures to support business processes. Students in this course compare and contrast various network design solutions, including those for a variety of enterprises, and determine the cost-benefit of the various architecture options.

Prerequisite: Completion of or concurrent registration in ISTM5110.

LIT - Literature

LIT3000 - Tales That Changed the World (6)

Students read stories that inspired technological and social change while applying literary theories to identify reasons for the stories' success. Students also use critical thinking to describe the impact specific tales have had on a society or culture.

IT - Information Technology

IT1006 - Information Technology Concepts and Practices (6)

Students use fundamental terminology, concept analysis, and practical knowledge of the components of computing systems to develop their understanding of the information technology field. Throughout the course, students also build, demonstrate, and apply skills needed for professional communication. ***For BS in Information Technology and BS in Computer Science students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer or credit for prior learning.***

IT1170 - Goals and Ethics for the IT Professional (6)

Students analyze core enterprise organizations, business processes, and information technology infrastructures. Students apply their knowledge of the relationships between an enterprise organization's business and information technology goals with IT operational models. IT ethical principles integrated throughout the class include examination of IT codes of ethics, ethical issues involving the use of employer resources, and examination of web technology and cybercrime. ***Students who have received credit for IT3170 may not take IT1170.***

IT2180 - Operating System and Hardware Infrastructure (6)

Students demonstrate their knowledge of hardware and operating systems, focusing on peripherals and file management. Students use modern operating systems, including Windows, Linux, and MacOS to demonstrate their skill with hardware and operating systems. ***Students who have received credit for IT3280 may not take IT2180. Some of the materials found in this course are from the Google IT Support professional certificate program. This may include readings, videos, practice exercises, and other study materials. This professional certificate material is delivered online via the Coursera Career Academy platform, and links to this platform are available in the Capella courseroom. There are no additional costs for access to this material.***

IT2230 - Introduction to Database Systems (3)

This course is an introduction to the fundamental concepts of databases and database management systems (DBMS). Students demonstrate vocabulary, component requirements, sorting and querying, and maintenance of simple databases using the fundamentals of database manipulation. Students also apply Structured Query Language (SQL) and relational database management systems (RDBMS).

IT2240 - Introduction to Programming (3)

This course introduces students to the C programming language. Students gain knowledge of fundamental procedural programming constructs, algorithms, and basic data structures. Students apply this knowledge to implement functional requirements in console applications.

IT2249 - Introduction to Programming with Java (6)

This course introduces students to the programming discipline and prepares them to serve as Java programmers. Students learn and apply the fundamentals of the Java programming language such as data types, variables, expressions, statements, and methods. Students also examine and practice working with Java's object-oriented features.

IT2280 - Network Technology and Architecture (6)

Students gain an understanding of the key concepts underlying Local Area Network (LAN), Metropolitan Area Network (MAN), and Wide Area Network (WAN). Students examine the layered architecture of the network protocol stack, including the OSI and the TCP/IP models, and apply the principles of designing networks and implementing network protocols. Students also apply topics of network topologies, cloud computing, networking devices, cabling, and basic network security. ***Students who have received credit for IT2250 and IT3355 may not take IT2280. Some of the materials found in this course are from the Google IT Support professional certificate program. This may include readings, videos, practice exercises, and other study materials. This professional certificate material is delivered online via the Coursera Career Academy platform, and links to this platform are available in***

the Capella courseroom. There are no additional costs for access to this material.

IT3180 - Pathways to Certificate-Based Professional Development (6)

Through dynamic and interactive experiences, students identify various pathways to earn professional certificates that align with a variety of career goals within the ever-evolving tech industry, including cybersecurity, networking, cloud computing, data analytics, and software development. Students acquire the skills and tools necessary to enhance their resume and remain competitive in their career. Additionally, students gain knowledge and experience to help them navigate professional development with confidence from instructors who are seasoned professionals. ***Some of the materials in this course are from professional certificate programs developed and delivered by external organizations. This may include readings, videos, practice exercises, and other study materials. The professional certificate material is delivered online via the Coursera Career Academy platform, and links to this platform are available in the Capella courseroom. There are no additional costs for access to these materials.***

IT3240 - Web Development and JavaScript (6)

This course introduces the core skills needed to build modern websites. Students create well-structured web pages using HTML and then style and lay them out using up-to-date cascading style sheets (CSS). The students also create forms for data entry and use JavaScript to make pages interactive. Students build the content for a small website that demonstrates fundamental structures, effective layout, and basic interactivity. ***Students who have received credit for IT3212 and IT3215 may not take IT3240.***

IT3249 - Principles of Software Architecture (6)

Students analyze the fundamentals of software architecture and the architectural thinking needed to design modern applications. Students investigate core architectural styles, including microservices, layered, event-driven, and pipeline. Students also evaluate trade-offs between architectural styles, practice modeling systems, identify architectural characteristics, and analyze risk. Additionally, students develop skills to document their design decisions and communicate architectural choices clearly to both technical and non-technical stakeholders. ***Students who have received credit for IT3301 and IT3345 may not take IT3249.***

IT3358 - Information Security Concepts for the Information Technology Professional (3)

Students in this course demonstrate their knowledge of information security fundamentals. Students apply their understanding of the concepts of confidentiality, integrity, and availability to securing organizational assets.

IT4070 - Cyber Defense and Countermeasures (6)

Students in this course examine principles of cyber defense and apply in-depth cyber countermeasure techniques to analyze and secure cyber infrastructure components. Students also analyze relevant legal, ethical, policy, and risk considerations.

Prerequisite: IT2280, IT4803.

IT4071 - Cyber Attacks and Ethical Hacking (6)

Students in this course use techniques, tools, and common utilities to develop their understanding of strategies that hackers use to attack computers and networks. Students investigate security threats and system vulnerabilities exploited by hackers, as well as consequences associated with being hacked. In addition, students explore Intrusion Detection Systems (IDS), ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and the use of penetration testing to ensure infrastructure security.

Prerequisite: IT2280, IT4803.

IT4073 - Organizational Security (6)

In this course, students analyze the people and process involved in information assurance and security, with particular focus on security life cycle, certification and accreditation, configuration management, employment practices, and security awareness. Students examine best practices of policy development along with industry-specific standards and interpret industry-specific laws and regulations,

such as Health Insurance Portability and Accountability Act (HIPAA), Sarbanes-Oxley (SARBOX), and National Institute of Standards and Technology (NIST). In addition, students gain and demonstrate knowledge of biometrics and privacy concerns in computing, personnel, and physical security.

Prerequisite: IT2280, IT4803.

IT4075 - Computer Forensics (6)

Students in this course scrutinize computer forensics as a discipline that supports law enforcement professionals in investigating white collar crime. Students use computer forensics tools and techniques, and evaluate crime investigations, incident response and handling, and legal issues.

Prerequisite: IT2280, IT4803.

IT4076 - Security Management and Policies (6)

In this course, students increase their knowledge of hands-on security management practices by analyzing security policies and procedures, risk management, and business continuity planning. Topics include security and business need trade-offs, risk assessments, designing security policies and procedures and a business continuity plan, and enforcement of security policies and procedures.

Prerequisite: IT2280, IT4803.

IT4079 - Python Scripting (6)

Students investigate the role scripting plays in information security. Students gain and demonstrate knowledge of the fundamentals of Python scripting by developing a range of security-related scripts.

Prerequisite: IT2249, IT4803.

IT4080 - Operating Systems and Application Security (6)

Students in this use appropriate technologies to identify, investigate, and mitigate vulnerabilities, threats, and risks in operating systems and applications, including mobile and web applications, email, and databases.

Prerequisite: IT4803.

IT4157 - Networking Architectures (6)

Students develop a foundational understanding of how computer networks interconnect. Through guided modules and hands-on activities in Cisco Networking Academy using Cisco Packet Tracer, students explore the components, media, and protocols that support local and wide area networks. Topics include wireless and mobile networking, IPv4 and IPv6 addressing, dynamic addressing with DHCP, and routing between networks. Students gain practical experience configuring home and enterprise-level networks, applying communication standards, and using troubleshooting tools to diagnose and resolve connectivity issues. Students relate networking concepts to real-world applications and strengthen the skills needed to design, manage, and maintain reliable networked systems. ***Students who have received credit for IT4150 and IT4155 may not take IT4157.***

Prerequisite: IT2280.

IT4250 - Data Analytics and Artificial Intelligence in the Cloud (6)

Students gain an understanding of data analytics concepts in conjunction with evolving artificial intelligence (AI) techniques. Students explore the integration of cloud-based data storage, distributed technologies, and AI-powered analytics tools. Through hands-on projects, students implement AI models, utilize general artificial intelligence (GAI) frameworks, and optimize data strategies that enhance business intelligence and decision-making capabilities. ***Students who have received credit for IT4731 and IT4733 may not take IT4250.***

Prerequisite: IT2230.

IT4345 - Data Modeling and Statistical Analysis (6)

In this course, students use data mining and analytics tools to identify, evaluate, and prepare data for analysis. Students also take an advanced look at the role of statistical analysis in solving real world problems, timely, and effectively completing data analytics projects. ***Students who have received credit for IT4330 and IT4340 may not take IT4345.***

Prerequisite: IT2230. Background in foundational statistics or MAT2001 recommended.

IT4525 - Cloud Computing Fundamentals (6)

Students in this course develop the skills to analyze, plan, design and implement fundamental cloud solutions. Students acquire and apply knowledge of implementation strategies specific to cloud network, compute, and storage. Students also implement security, monitoring, and logging solutions, along with special cloud workloads such as AI and machine learning. Concepts of cloud migration planning and cloud cost optimization are also discussed. ***Students who have received credit for IT4541 and IT4551 may not take IT4525.***

Prerequisite: IT2280.

IT4527 - Java Application Development (6)

Students further develop their object-oriented programming skills in Java by building fundamental skills and application programming interfaces (APIs) for working with text files, writing programs with a JavaFX graphical user interface (GUI), working with Java collections, connecting to Internet services, and using a database for data persistence.

Prerequisite: IT2249.

IT4535 - Introduction to Artificial Intelligence (6)

In this course, students investigate the fundamental problems, theories, and algorithms of the field of artificial intelligence (AI), including heuristic search and game trees, knowledge representation, automated deduction, and its applications, problem-solving and planning, and an introduction to machine learning and other techniques to employ AI. Students gain an understanding of the fundamental theories of artificial intelligence, and be able to evaluate opportunities for applying AI. ***Students who have received credit for IT4310 and IT4320 may not take IT4535.***

Prerequisite: IT2230; IT2240 or IT2249.

IT4538 - Advanced Artificial Intelligence: Techniques, Applications, and Ethics (6)

Students expand their foundational artificial intelligence (AI) knowledge by exploring advanced techniques and their applications, including deep learning architecture, reinforcement learning, and probabilistic reasoning. The course emphasizes practical implementation and problem-solving in real-world contexts. Students tackle complex AI challenges across domains like natural language processing, computer vision, robotics, and healthcare, while also navigating the ethical dimensions of AI, such as bias, fairness, explainability, and societal impact. ***Students who have received credit for IT4300 and IT4460 may not take IT4538.***

Prerequisite: IT2230.

IT4541 - Enterprise Server Infrastructure 1 (3)

Students in this course develop the skills to plan, design, analyze, and implement servers in an enterprise environment. Students acquire and apply knowledge of implementation strategies specific to server migration, virtualization planning, DHCP design, VPN solutions, deploying file and storage services, and Active Directory configuration.

IT4545 - Cloud Concepts, Architecture and Management (6)

Students gain an understanding of foundational cloud concepts including on demand self-service, broad network access, resource pooling, elasticity, measured service. Students develop hands-on proficiency with an industry-standard cloud platform (Microsoft Azure). Students also analyze the benefits and economic advantages of cloud computing, as well as strategies for transitioning from on-premise infrastructure to cloud infrastructure. Students design security measures in accordance with regulatory compliance requirements (HIPAA, GDPR, PCIDSS, etc.). ***Students who have received credit for IT4511 and IT4521 may not take IT4545.***

Prerequisite: IT2280.

IT4575 - Linux Operating Systems (6)

Students demonstrate an understanding of the fundamental concepts of the Linux operating system. Students use command line tools and software packages, and practice hardware configuration, file management, process management, and file editing. In this course, students apply knowledge of advanced topics

specific to the Linux operating system. Students administer the Linux system, script, and implement network configuration and security. ***Students who have received credit for IT4561 and IT4571 may not take IT4575.***

Prerequisite: Completion of or concurrent registration in IT2180.

IT4711 - Software Requirements (3)

In this course, students engage in the four foundational steps of software requirements definition: elicitation, analysis, specification, and validation. Topics in this course also include managing stakeholder expectations and the requirements definition process.

Prerequisite: Completion of or concurrent registration in IT3249.

IT4731 - Database Development (3)

Students gain an understanding of managing database development and data requirements and modeling. Students assess and demonstrate database design and implementation principles and use the Structured Query Language (SQL) to query and manipulate data, use functions, and create tables and constraints. Students also investigate database administration and various uses of databases in contemporary web, traditional, and mobile applications. Additionally, students design and deploy data storage strategies in a real-world scenario.

Prerequisite: Completion of or concurrent registration in IT3249.

IT4738 - Tools and Techniques for Data Science with Python (6)

In this course, students apply methods and techniques for program creation, modification, and sharing utilizing a cloud-based repository. Students utilize Python in a command-line environment to apply querying methods to access and collect data from multiple sources (e.g. Internet, SQL and noSQL Dabases, etc.) that could be used further in applications. Data access across multiple sources as well data store in relational tables, modification of tables, and CRUD operations on databases will be discussed. Students also explore APIs and web scraping.

Prerequisite: IT2230, IT2240 or IT2249.

IT4775 - Internet of Things Fundamentals (6)

Students investigate the Internet of Things (IoT) field of study and the related hardware and software connections. In addition to defining the infrastructure requirements for the deployment and operation of IoT devices, students work through the identification, installation, and operation of the various devices that are required to operate IoT and generate reporting. Students also develop applications that enter data from IoT, report them and contribute to making decisions as a result. The course covers in detail privacy and security issues that emerge from the use of IoT devices and the data that results from their operations. ***Students who have received credit for IT4711 and IT4772 may not take IT4775.***

Prerequisite: IT2180, IT2249.

IT4780 - Mobile Application Design and Development (6)

Students in this course build upon prior software development knowledge and apply it to mobile application frameworks, architecture, design and engineering issues, and methodologies for developing applications for mobile devices. This course includes project-based assignment for topics such as user interface design, unique user interactions, object-oriented design, event handling, animation, multimedia, data storage, integration of external Internet services via APIs, and unit testing to transition applications into distribution-ready state. ***Students who have received credit for IT4782 and IT4784 may not take IT4780.***

Prerequisite: IT2249, IT4792.

IT4792 - Website Application Development and Design (6)

Students investigate the design, development, and deployment of interactive web experiences by integrating HTML, CSS, JavaScript, and multimedia. Students employ user-centered design strategies, industry standard tools, and best practices to develop high-quality and accessible web sites that work seamlessly on mobile, tablet, and large screen browsers. ***Students who have received credit for IT4791 and IT4793 may not take IT4792.***

Prerequisite: IT3240. Registration within one year of IT3240 recommended.

IT4803 - System Assurance Security (6)

Students gain an overview of information assurance and security topics for network administrators who must implement security strategies to protect their organization from exposure to the Internet, Artificial Intelligence, cloud, and machine learning. Students also create security-conscious designs. Students identify and apply strategies to safeguard against hackers and forms of viruses, use firewalls and gateways, and build authentication skills and encryption techniques. Students identify methods for attacking a network system and validate defenses against them. Students prepare for the Security+ certification. ***Some of the materials found in this course are from the Google IT Support professional certificate program. This may include readings, videos, practice exercises, and other study materials. This professional certificate material is delivered online via the Coursera Career Academy platform, and links to this platform are available in the Capella courseroom. There are no additional costs for access to this material.***

Prerequisite: IT2280.

IT4993 - Cybersecurity Capstone (6)

Students in this capstone course demonstrate the use of tools, skills and techniques developed throughout their program by completing an integrated action learning project. Students identify and analyze complex computing problems and apply principles to identify, design, and implement computing solutions. ***For BS in Information Technology students only. Must be taken in the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

IT4997 - Information Technology Capstone 1 (6)

In this first of two courses, students apply knowledge and skills from other courses as they develop a project that benefits an organization, community, or industry. Students prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, students execute the proposal, complete deliverables to meet the needs of the client, and produce a final product. ***For BS in Information Technology students only. Must be taken during the student's penultimate quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: All required and elective coursework.

IT4998 - Information Technology Capstone 2 (6)

In this second of two courses, students continue to apply knowledge and skills from other courses as they complete a project that benefits an organization, community, or industry. Students prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, students execute the proposal, complete deliverables to meet the needs of the client, and produce a final product. ***For BS in Information Technology students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: IT4997.

ITEC - Information Technology

ITEC5002 - Information Technology and System Trends (4)

Students in this course examine current information technologies and trends, emphasizing the areas of technical focus. Students gain the strategic underpinnings of contemporary technology and emerging trends, as well as the communication skills and requirements of an IT professional. This course also presents self-assessments and career development activities designed to support lifelong learning and workforce success. ***Must be taken during the first quarter by students who have been admitted to the MS in Information Technology degree program. Cannot be fulfilled by transfer or credit for prior learning.***

ITEC5010 - Security and Enterprise Networks (4)

In this course, students develop an understanding of the core security principles that apply throughout networked systems. Students examine the concepts of enterprise network design, core network infrastructure hardware, configuration, and the architecture of contemporary computing networks and cloud platforms. Students also gain an understanding of network security and threat vectors in the context of enterprise systems, firewalls, VPNs, and network protocols. Finally, students explore enterprise network governance, security risk assessment and development of internal controls, and implementation and management for cloud computing environments.

Prerequisite: Completion of or concurrent registration in ITEC5002.

ITEC5020 - Database Development and AI (4)

Students use their knowledge of designing and developing both relational and non-relational databases, and fundamental concepts of Artificial Intelligence (AI) to create databases. Students apply the necessary skills and knowledge to create robust databases that leverage AI models to achieve goals efficiently and effectively.

ITEC5025 - Application Development and AI (4)

Students use their knowledge of fundamental and advanced programming concepts, skills, programming languages, and Artificial Intelligence (AI) to develop applications. Students apply the essential skills to develop an interface, integrate a database, and incorporate an AI model, to build a sophisticated and intelligent application.

Prerequisite: ITEC5020.

ITEC5040 - Predictive Models and Classification Methods (4)

Students gain the skills to utilize historical data to predict future outcomes, as well as identify patterns in current data that can be used to classify or group future observations. Students complete their own analytics project through hands-on statistical techniques coupled with a broad understanding of contemporary predictive modeling and analytics classification methods. Throughout the course, students utilize AI as a support tool for coding, troubleshooting, and understanding outputs. Students remain responsible for verifying results and ensuring their analysis is accurate.

ITEC5050 - Cloud Architecture and Distributed Systems (4)

In this course, students extend their knowledge of enterprise networking by focusing on distributed systems, and the key characteristics and benefits of cloud computing, including reliability, scalability, and virtualization. Students examine core cloud technologies and challenges, along with various delivery models, including Software as a Service (SaaS), Platform as a Service (PaaS), and Infrastructure as a Service (IaaS). Additionally, students explore cloud architecture for platforms and cloud-based solutions and services, with associated cloud computing design patterns. Students gain hands-on experience in a cloud environment by building, configuring, and consuming cloud-based architectures to address the needs of an organization.

ITEC5060 - Cloud Application Deployment and Operations (4)

This course strengthens a student's understanding of cloud computing concepts, including hybrid cloud deployment models, compound design patterns, and architectures that involve both on-premise and cloud environments. Students place an emphasis on cloud security and the mechanisms and controls to prevent and respond to threats and attacks. Additionally, students examine the migration of current applications and data storage infrastructure to the cloud, as well as the identification and provisioning of required cloud services to support cloud-based applications. Finally, students employ a hands-on experience to explore and demonstrate configuration, automation, and monitoring of cloud applications and services, and their on-going operational support.

ITEC5900 - Applied Information Technology Project 1 (4)

In this first of a two-course sequence, students further enhance their professional collaboration

and communication skills to identify and select a project that addresses an IT problem or opportunity in an organizational or societal context. Students apply IT evaluation frameworks and the RFP process to elicit and evaluate requirements and possible technology solutions. Students also explore IT consulting skills to address technical, product, and related economic factors valuable for in-house and external consulting engagements. ***For MS in Information Technology students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of or concurrent registration in ITEC5020 and IAS5030 or ITEC5040 or ITEC5060 or PM5335.

ITEC5905 - Applied Information Technology Project 2 (4)

In this second of a two-course sequence, student teams implement their project plan to address an IT problem or opportunity in an organizational or societal context. Teams finalize project requirements and complete tasks associated with the project, including regular status reporting, production of intermediate deliverables, on-going communication with key stakeholders, and developing an optimal IT solution that meets the requirements and solution context. Students also complete a written report and conduct a final presentation that describes the solution and its implementation. Upon project conclusion, students review and update their personal, technical, and soft skills development plan created at the beginning of the program. ***For MS in Information Technology students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ITEC5900 and completion of or concurrent registration in ANLT5100 or IAS5220 or ISTM5112 or PM5336.

LEAD - Leadership

LEAD5210 - Leading Globally (4)

In this course, students analyze aspects of leading and working in global environments. Students gain an understanding of the personal and professional role of leadership in various populations, core strategies used to lead more effectively as global leaders.

LEAD5220 - Leader as Change Agent (4)

Students evaluate leaders as architects of change in organizations and environments. Students investigate the nature of leadership in complex and dynamic settings; theories of change at the individual, group, and organizational level; and leadership practices that guide and sustain complex change.

MAT - Math

MAT1050 - College Algebra (6)

Students in this course evaluate and perform linear, exponential, logarithmic, and other mathematical functions that include algebraic, graphic, and numeric properties. Students then apply these concepts to the social and natural sciences, business, and everyday life.

MAT1150 - Essential Math for Everyday Life (6)

In this course, students gain an understanding of numbers and how to use and interpret them. Students examine mathematics using an easily understandable approach for basic math and algebra to connect mathematical concepts and everyday life.

MAT1200 - Pre-Calculus (6)

Students use technology; modeling; and algebraic, graphical, and numerical methods to solve problems involving polynomial, exponential, logarithmic, and trigonometric functions. Students use trigonometric formulas, polar coordinates, and vectors to solve plane geometry problems and explore how linear equations can be used to model and solve real-world problems. ***For BS in Computer Science and BS in Information Technology students only.***

Prerequisite: MAT1050.

MAT2010 - Practical Statistics (6)

Students analyze the theory and applications of statistics in a variety of fields. Students develop mathematical reasoning, quantitative analysis, and quantitative communication skills to prepare them for future academic coursework and professional life.

MAT2051 - Discrete Mathematics (6)

Students build an understanding of mathematical analysis techniques. Students apply number logic and set theory, functions and sequences, relations equivalence, partial order, digraphs, recurrence relations, counting techniques, logic and techniques of proof, graphs, and algorithms to the fields of business and information technology. ***For BS in Computer Science and BS in Information Technology students only.***

Prerequisite: MAT1050.

MAT2200 - Calculus (6)

Students use technology; modeling; and algebraic, graphical, and numerical methods to study functions of one real variable. Students apply the ideas of limit, continuity, differentiation, and integration in real-world situations. Students use approximation and optimization methods to model and solve real-world problems and to solve geometric problems involving tangents and areas under the curve. ***For BS in Computer Science and BS in Information Technology students only.***

Prerequisite: MAT1200.

MBA - Master of Business Administration

MBA5002 - MBA Leadership (4)

This course covers contemporary models of leadership and examines behaviors and skills of effective leaders. Students assess their own leadership strengths and how to lead effectively in their work settings. Students also analyze ways in which leaders use their skills to support innovation, change, and collaboration within organizations. ***For MBA degree and certificate program students and non-degree students only. Must be taken during the first quarter by students who have been admitted to the MBA degree program. Cannot be fulfilled by transfer or credit for prior learning.***

MBA5006 - Business Strategy (4)

Students in this course examine ways in which companies formulate and implement strategy to effectively compete in the marketplace. Students apply strategic models and analysis to address competitive challenges.

Prerequisite: Completion of or concurrent registration in MBA5002.

MBA5008 - Applied Business Analytics (4)

This course introduces students to business analytics and its role in evidence-based decision making. Students examine data and analytics techniques that create relevant, actionable, and meaningful information.

MBA5010 - Accounting Methods for Leaders (4)

Students in this course gain an understanding of how methods of financial and managerial accounting are used to analyze business performance and make evidence-based business decisions. Students examine tax, ethical, and legal implications of accounting methods.

MBA5012 - Marketing Management (4)

This course covers marketing theories, models, and practices used by businesses. Students examine the expanded roles of analytics, technology, and social media in marketing strategy and implementation. Students also use business analytics skills to address marketing problems and apply marketing methods to business challenges.

MBA5014 - Applied Managerial Finance (4)

Students in this course explore financial concepts and techniques required to evaluate, report, and maximize firm performance and value. Students analyze environmental and market factors, goals, and constraints; and apply regulatory and ethical principles and business analytics skills to drive data-based decision making.

Prerequisite: MBA5008, MBA5010.

MBA5016 - Operations Management for Leaders (4)

In this course, students examine theories and models of business operations and their role in developing and delivering a superior product or service to the marketplace. Students also apply business analytics skills and use data to evaluate strategic and tactical impact to business functions across the organization.

Prerequisite: MBA5008.

MBA5910 - MBA Capstone Experience (5)

In this course, students integrate the knowledge and skills gained during the MBA program in an application-based business project. Students demonstrate their overall ability to identify and recommend evidence-based solutions to business challenges and opportunities. ***For MBA degree and certificate program students and non-degree students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: All required and elective coursework.

MBA6018 - Data Analysis for Business Decisions (3)

Students in this course analyze ways that data analysis informs business decisions and practice applying tools and techniques for converting raw qualitative and quantitative data into information that supports organizational decision making. Other course topics include data acquisition and organization, descriptive and basic inferential statistics, and content analysis. ***For MBA degree and certificate program students and non-degree students only.***

MFT - Marriage and Family Therapy

MFT5008 - Foundations of Couple and Family Therapy (4)

This course provides an introduction to the profession of marriage and family therapy and its underlying systemic theoretical framework. Students evaluate systems theories from a historical perspective and distinguish them from those of other individual-based mental health disciplines. Students also analyze the history, philosophy, and clinical practice theories of marital and family therapy and examine the fundamental therapeutic concepts and skills needed to work with couples and families. ***Must be taken during the first quarter by students who have been admitted to the MS in Marriage and Family Therapy degree program and the Systemic Couple and Family Therapy graduate certificate. Cannot be fulfilled by transfer.***

MFT5106 - Assessment, Tests, and Measures for Marriage and Family Therapy Practice (4)

Students in this course examine the assessment process and how to use tests and measures in systemic clinical practice. Students also analyze the development of assessment methods, testing strategies and interpretation, and fundamental measurement constructs.

MFT5107 - Psychopathology: Diagnosis and Treatment of Behavior Disorders (4)

Students in this course apply psychopathology principles and current issues associated with assessing mental disorders within a systemic, relational context. Students critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals, couples, and families. Students also assess psychopharmalogical considerations and examine the current DSM classifications and diagnostic issues associated with multicultural populations.

Prerequisite: MFT-R5821.

MFT5108 - Impact of Addiction and Addictive Behavior on Family Systems (4)

This course provides students with fundamental knowledge of addiction from its historical roots through contemporary issues. Students examine and apply systemic theory and research that guides treatment for substance use disorders and related addictive behaviors, including the diagnosis and treatment of co-occurring mental health issues. In addition, students analyze empirically supported interventions for individuals, families, and groups from systemic perspectives and assess emerging issues in the field based upon current research.

Prerequisite: MFT-R5821.

MFT5222 - Professional Ethics in Marriage and Family Therapy (4)

Students examine the ethical and legal responsibilities framing marriage and family therapy and apply the criteria for state licensure. Students also explore how a therapist's personal beliefs, background, and worldview influence clinical practice; identify approaches to protecting clients from the therapist's potential

preconceptions; and assess the role of advocacy in marriage and family therapy.

Prerequisite: BS in Psychology Pre-Counseling and Therapy students 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)

In this course, students apply a systemic family therapy model to address couples' and families' sexual functioning, attitudes toward sexuality, and sexual orientation. Students assess effective therapeutic techniques when working with clients from a variety of backgrounds.

MFT5232 - Gender and Sexuality in MFT (4)

This course presents historical and contemporary perspectives of gender and sexuality. Students develop a systemic view and apply it to the assessment and intervention process with individuals, couples, and families. Students also examine and challenge their personal beliefs, attitudes, and values, and the ways they may impact the therapeutic process.

Prerequisite: MFT-R5821.

MFT5270 - Systemic Family Therapy Theory and Practice 1 (4)

Students engage in a comparative study of the prominent schools of thought within the field of marriage and family therapy. Students demonstrate knowledge of the key theoretical assumptions, therapeutic strategies, and techniques used within the field. Students also evaluate and apply systemic, modern, and post-modern theoretical models when working with couples and families.

Prerequisite: BS in Psychology Pre-Counseling and Therapy students 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)

Students build an understanding of families as systems, in particular family development, transitions, assessment, and intervention across the lifespan. Students also incorporate contextual factors in the application of systemic assessment and intervention strategies.

Prerequisite: BS in Psychology Pre-Counseling and Therapy students 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)

Students investigate systemic couples therapy theories, methods, and practices in terms of assessment, treatment planning, and intervention. Students analyze ethical considerations and contemporary issues in systemic couples therapy as they apply to clinical practice.

Prerequisite: MFT5270.

MFT5275 - Utilizing Systemic Approaches: Infancy Through Adolescence (4)

This course provides a comprehensive overview of systemic approaches used to assess, diagnose, and treat children and adolescents using a developmentally informed and ethical framework. Students demonstrate an understanding of standard and systemic best practices and the use of research-based interventions.

Prerequisite: MFT-R5823.

MFT5336 - Social Justice and Advocacy in Systemic Family Therapy (4)

This course introduces theory, research, and models that inform ethical, culturally competent clinical work and social justice in a variety of settings. In addition, students gain knowledge of effective systemic therapy and advocacy strategies with individuals, couples, families and groups from various backgrounds.

Prerequisite: MFT5008, MFT5222.

MFT5600 - Special Topics in Marriage and Family Therapy (1)

Students in this course investigate a specific topic in clinical practice to enhance their understanding of theory, application, and

research in the profession of marriage and family therapy.

MFT5604 - Family Law and Ethics (1)

In this course, students analyze divorce; arbitration and mitigation; blended families; children's issues, including neglect, abuse, truancy, foster care, and adoption; emancipation of minors; and the juvenile justice system. Students examine the ethical codes of the American Association for Marriage and Family Therapy (AAMFT) and complete a final project that demonstrates competence in the areas of family law and ethics.

MFT5820 - Systemic Family Therapy Theory and Practice 2 (4)

Students explore systemic therapy models, critical clinical skills, and important ethical practices essential for success in the field of marriage and family therapy. Students gain the foundational clinical marriage and family therapy skills needed for their first residency experience. Students also identify appropriate therapeutic assessments, particularly during times of crisis, and apply ethical and legal standards of practice when working with couples and families. ***MFT-R5821 must be taken the quarter immediately following MFT5820. Cannot be fulfilled by transfer.***

Prerequisite: MFT5008, MFT5222, MFT5270.

MFT5822 - Systemic Interventions for Grief, Loss, and Trauma (4)

Students explore issues of grief, loss and trauma within the practice of marriage and family therapy. Students develop assessment and intervention skills using systemic and relational frameworks while addressing cultural considerations from many perspectives. ***Cannot be fulfilled by transfer.***

Prerequisite: MFT5107, MFT5271, MFT5273, MFT-R5821.

MFT5876 - Research Methods in Marriage and Family Therapy (4)

Students in this course evaluate the measurement of family variables and the complexities of family research design, data collection, and analysis. Students demonstrate an understanding of scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research with practice.

MFT6131 - Clinical Internship for Marriage and Family Therapy 1 (4)

The clinical internship is an online-directed course and a supervised site-based learning experience during which students practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Students use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Students in the internship course meet weekly with site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. ***For MS in Marriage and Family Therapy students only. Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: MFT-R5823 with a cumulative GPA of 3.0 or better.

MFT6132 - Clinical Internship for Marriage and Family Therapy 2 (4)

The clinical internship is an online-directed course and a supervised site-based learning experience during which students practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy site setting. Students use intermediate communication and interviewing skills to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. For each internship, students meet weekly with site supervisors and attend weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. ***For MS in Marriage and Family Therapy students only. Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: MFT6131 or MFT6231 with a cumulative GPA of 3.0 or better.

MFT6231 - Marriage and Family Therapy Clinical Internship 1 (2)

The clinical internship is an online-directed course and a supervised site-based learning experience during which students practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Students use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Students in the internship courses meet weekly with site supervisors and attend weekly synchronous (live) group supervision with program clinical faculty supervisors using secure web conferencing solutions. ***Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: MFT-R5823 with a cumulative GPA of 3.0 or better.

MFT6232 - Marriage and Family Therapy Clinical Internship 2 (2)

The clinical internship is an online-directed course and a supervised site-based learning experience during which students practice specific and intermediate clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Students in this course continue to use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Students in the internship courses meet weekly with site supervisors and attend weekly synchronous (live) group supervision with program clinical faculty supervisors using secure web conferencing solutions. ***Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: MFT6131 or MFT6231 with a cumulative GPA of 3.0 or better.

MFT6233 - Marriage and Family Therapy Clinical Internship 3 (2)

The clinical internship is an online-directed course and a supervised site-based learning experience during which students practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Students continue to build their knowledge and use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Students in the internship courses meet weekly with site supervisors and attend weekly synchronous (live) group supervision with program clinical faculty supervisors using secure web conferencing solutions. ***Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: MFT6132 or MFT6232 with a cumulative GPA of 3.0 or better.

MFT6234 - Marriage and Family Therapy Clinical Internship 4 (2)

The clinical internship is an online-directed course and a supervised site-based learning experience during which students practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Students continue to apply the knowledge gained in the previous internships and use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Students in the internship courses meet weekly with site supervisors and attend weekly synchronous (live) group supervision with program clinical faculty supervisors using secure web conferencing solutions. ***Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience licensure requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: MFT6133 or MFT6233 with a cumulative GPA of 3.0 or better.

MFT6235 - Marriage and Family Therapy Clinical Internship 5 (2)

The clinical internship is an online-directed course and a supervised site-based learning experience during which students practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Students continue to apply the knowledge gained in the previous internships and use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Students in the internship courses meet weekly with site supervisors and attend weekly synchronous (live) group supervision with program clinical faculty supervisors using secure web conferencing solutions. ***Grading for this course is S/NS. It is the student's responsibility to research and comply with the specific clinical experience licensure requirements of their states. Cannot be fulfilled by transfer.***

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)

The initial residency comprises both an online classroom component and an in-person residency. Students participate in online activities to prepare for the face-to-face residency, where they can practically apply the knowledge acquired from previous courses. During the course, students showcase their clinical skills, such as establishing therapeutic relationships and conceptualizing cases from a systemic viewpoint. Additionally, students demonstrate their understanding of professional clinical disposition and identity, the impact of socio-cultural factors, and ethical and legal principles. ***For MS in Marriage and Family Therapy students only. This course requires travel. Cannot be fulfilled by transfer.***

Prerequisite: MFT5820.

MFT-R5823 - Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 2 (4)

The second residency includes an online courseroom and a residency experience. Students engage in online courseroom activities to prepare for residency and assess and reflect on knowledge gained during previous coursework. Throughout the course, students practice developing advanced clinical marriage and family therapy skills, including building and maintaining a therapeutic systemic relationship, facilitating the group process, and assessing ethical principles used when working with individuals, couples, and families. Students then engage in a face-to-face residency experience that guides them as they integrate systemic marriage and family therapy theories and methods with clinical practice. ***For MS in Marriage and Family Therapy students only. This course requires travel. Cannot be fulfilled by transfer.***

Prerequisite: MFT-R5821.

MHA - Master of Health Administration

MHA5001 - Foundations of Master's Studies in Healthcare Administration (4)

This course prepares students for master's-level coursework in the School of Business, Technology, and Health Care Administration. Students analyze how the role of the practitioner-scholar informs and guides the examination of attributes and skills that contribute to effective and ethical healthcare leadership, including but not limited to professional collaboration, communication, and decision making. ***Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

MHA5006 - Healthcare Finance and Reimbursement (4)

Students in this course gain knowledge of and apply financial management concepts, principles, and processes used in healthcare organizations. Students examine accounting, financial statements and ratios, budgeting, capitalization, cost allocation, reimbursement methodologies and processes, and the impact of varying reimbursement structures on healthcare practice and service delivery. Students also design, prepare, and manage healthcare budgets; analyze

short- and long-term healthcare investment decisions; and articulate the ways effective healthcare finance and accounting processes are used to present operational and strategic financial information to organizational stakeholders.

MHA5010 - Strategic Healthcare Planning (4)

In this course, students examine strategic orientation, planning, and decision making in healthcare organizations and environments. Students analyze the political, legal, regulatory, organizational, demographical, and multinational implications of strategic planning decisions and how those decisions impact communities and populations, define best practices for healthcare organization staff development, and balance the prioritization of organizational and regulatory needs with feasible cost-effective solutions. Students also develop a long-term strategic healthcare plan that includes information on human resource requirements, technology needs, and financial implications.

MHA5012 - Organizational Leadership and Governance (4)

Students in this course examine and articulate the fundamental concepts and principles of healthcare organization management and leadership, including governance, cost effective decision making, and managing and leading stakeholders and staff. Students evaluate best practices for mobilizing, managing, and improving employee, organization, stakeholder, and community commitment and for creating employee-centered organizations that foster professional and organizational accountability. Students also analyze an organizational leadership structure and governance plan and examine how to apply team leadership skills to initiate change.

Prerequisite: Completion of or concurrent registration in MHA5010.

MHA5014 - Healthcare Quality, Risk, and Regulatory Compliance (4)

Students investigate concepts, principles, processes, and issues associated with healthcare quality, risk, and regulatory compliance. Students examine performance measures associated with all of these factors to conduct a cost-benefit analysis. Students analyze formal and informal designs for process improvement to develop an organizational value-based proposal.

MHA5016 - Introduction to Health Information Systems (4)

Students develop the knowledge and skills needed to effectively use health information systems and technology in healthcare organizations and environments. Students differentiate between administrative, clinical, management, and decision-support information technology tools; design and evaluate short-and long-term IT management projects; and analyze the budgetary and financial concerns associated with implementing IT management projects. Students also demonstrate best practices and industry standards of health information systems management into professional practice, with an emphasis on effective staff management and organizational performance.

MHA5017 - Data Analysis for Healthcare Decisions (4)

Students in this course gain and apply an understanding of how data drives decision making at every level of healthcare administration, including in value-based reimbursement as well as operations and outcomes. Students identify ways to use data analysis tools and techniques in the pursuit of value, quality, and safety. Throughout the course, students use readings, media presentations, and real-world examples to analyze a particular foundational statistical concept and related practical application.

MHA5020 - Health Administration Capstone (4)

In this course, students demonstrate proficiency in their specialization area by selecting a healthcare problem in their specific area of interest, conducting a data analysis, and finally, proposing evidence-based recommendations for resolution. Throughout the course, students practice three key industry-identified competency groups—transformation, execution, and people. ***For MHA students only. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework.

MHA5028 - Comparative Models of Global Health Systems (4)

In this course, students identify, analyze, and compare world health care systems and the challenges associated with them. Students also demonstrate knowledge of the costs and benefits of implementing and measuring quality improvement programs intended to address community and global health system needs.

MHA5040 - Healthcare Administration Change Leadership (4)

Students investigate evidence-based approaches to change leadership, process management, and organizational design in complex, dynamic healthcare environments. Students apply analytical and innovative thinking to complex problems related to guiding change by using knowledge of theory and past trends to develop effective solutions. Students assess their own ability to manage change and identify stretch goals for their future development in change leadership.

MHA5042 - Team Development and Personal Leadership in Health Care Settings (4)

In this course, students receive personalized coaching and apply coaching techniques in a real-world setting. Students demonstrate their knowledge of talent development, team leadership, professionalism, and interpersonal understanding in health care organizations. Students also evaluate their own leadership skills through introspective investigation, reflection, and coaching, and then use these skills to construct their own personal leadership plan.

MHA5064 - Health Information Systems Analysis and Design for Administrators (4)

Students examine the many aspects of health information systems, including project management, data, and database concepts as components of systems analysis and design. Students evaluate, analyze, and classify various systems in order to gain a better understanding of their inner workings. Students also research and apply current trends in health informatics.

MHA5068 - Leadership, Management, and Meaningful Use of Healthcare Technology (4)

Students analyze leadership and management principles essential to health informatics, with an emphasis on the significance of patient data safeguards, privacy, and data security. Participants explore the integration of information technology with clinical operations, ensuring not only the meaningful use of health technology but also its role in secure and effective organizational communications. Moreover, students pinpoint and articulate ethical and legal policies and procedures for end users, emphasizing the paramount importance of patient data protection and confidentiality.

MKT - Marketing

MKT5410 - Digital Marketing (4)

Students in this course analyze how the internet and social media have transformed marketing strategy in today's interactive marketplace. Students explore how companies can extend marketing theories and models to leverage digital marketing tactics such as SEO, lead generation, sales funnels, and social media. Students also explore how mobile optimization, metrics, and marketing analytics drive strategic business goals and objectives.

MKT5416 - Consumer Insights (4)

This course explores contemporary concepts of consumer behavior, as well as research tools and techniques commonly used to obtain information that informs marketing planning. Students examine key trends of consumer behavior central to marketing planning and implementation, ever changing consumer perceptions, influences, decision making, and the impact of social media and emerging technologies. Students gain a foundational understanding of primary and secondary research, critical discernment of information quality, analysis, and application of consumer insights and research findings to marketing planning and implementation.

MPH - Master of Public Health

MPH5100 - Management of Health Service Organizations (4)

Students gain an understanding of organizational and managerial principles and practices. Students analyze organizational theory and behavior, principles of evidence-based decision making, health problem analysis, intervention strategies, and monitoring and evaluation. Throughout the course, students further develop their public health practice knowledge and gain a better understanding of specific career opportunities within health service organizations.

Prerequisite: NHS5004, MPH5500, MPH5506.

MPH5200 - Social and Behavioral Research Methods (4)

Students in this course develop knowledge of qualitative and quantitative research methods that focus on social and behavioral sciences related to public health. Students investigate major research methods and techniques and examine how social, behavioral, and public health theories are used to develop research questions and hypotheses. In addition, students analyze how public health research results are disseminated to appropriate audiences.

Prerequisite: NHS5004, MPH5500, MPH5503, MPH5506, MPH5509, completion of or concurrent registration in MPH5512.

MPH5220 - Social Influences of Health Parity (4)

Students in this course explore the social factors contributing to health and health care disparities on a local, regional, national, and global basis, calculating their impact on overall health status and health service use. Students also develop community-based intervention strategies.

MPH5304 - Learning to Lead in Public Health Settings: Personal and Team Development (4)

Students in this course work with a coach to evaluate their leadership values and vision in order to set goals that support the process of leadership development. Students also create a motivational team-building model and formulate team leadership strategies that facilitate interprofessional team performance, collaboration, and networking, both inside and outside of public health organizations.

MPH5500 - Introduction to Public Health Administrative Systems (4)

Students gain an understanding of the elements of the public health system and review the administrative processes that foster integration and managerial effectiveness across the system. Students analyze the organizational, financial, and managerial structure and function of the public health system and analyze the impact of health policy on administrative systems, including health insurance and reimbursement policy.

MPH5503 - Environmental Health Concepts in Public Health (4)

This course surveys the major issues related to environmental and occupational health and health hazards. Students identify the sources of biological, chemical, and physical agents found in the environment and analyze their effects on water, food, and land resources in community and occupational settings. Students also examine concepts about climate change, as well as the legal framework, policies, and practices associated with controlling environmental and occupational hazards.

MPH5506 - Behavioral Foundations in Public Health (4)

Students in this course explore social and behavioral science theories and concepts applied to population health. Students identify and increase their understanding of the biological, social, economic, behavioral, and environmental factors that influence the health of individuals, populations, and subgroups. Students also examine the resources needed to develop social and behavioral evidenced-based programs to reduce disparities and improve health.

MPH5509 - Principles of Biostatistics (4)

This course provides an introduction to the objectives, principles, and methods of biostatistics for health sciences. Topics include statistical vocabulary; methods for descriptive data analysis; fundamentals of probability and sampling distribution; methods for statistical inference and hypothesis testing; and data analysis and linear regression for continuous, binary, and survival data.

MPH5512 - Principles of Epidemiology (4)

This course provides an overview of epidemiology, including an evaluation of the nature of disease, the interaction among agent, host, and environment, and the chain of transmission. Students examine epidemiological research methods for identifying and describing variables, evaluate measures of disease occurrence, determine key data sources, and formulating interventions to control disease occurrence and transmission.

MPH5515 - Advocating for Change in Public Health (4)

In this course, students examine issues that impact health while advocating for political, social, and economic change to improve health populations. Students investigate and implement systems improvements to create just and sustainable change that empowers others to influence public health outcomes. Students also propose strategies for different audiences and stakeholders while intentionally addressing these issues and measuring the impact on current and future generations.

Prerequisite: MPH5500, MPH5503, MPH5506, MPH5509.

MPH5921 - Public Health Practicum 1 (4)

The first in a series of two public health practicum courses, this course is an online-directed, supervised experience during which students fulfill a minimum of 40 required practicum hours over the course of one academic quarter at an approved public health agency of interest. Students collaborate with their instructor to develop and complete agreed-upon goals and objectives and demonstrate and apply proficiency in the program's core and CEPH competencies. Students conclude the experience by preparing a presentation for approval by the instructor and preceptor. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NHS5004, MPH5100, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPH5922 - Public Health Practicum 2 (4)

The second in a series of two public health practicum courses, this course is an online-directed, supervised experience during which students fulfill a minimum of 40 required practicum hours over the course of one academic quarter at an approved public health agency of interest. Students collaborate with their instructor to develop and complete agreed-upon goals and objectives and demonstrate and apply proficiency in the program's core and CEPH competencies. Students conclude the experience by preparing a presentation for approval by the instructor and preceptor. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: MPH5921.

MPH5990 - Public Health Capstone (4)

Students in this course focus on applying the knowledge, competencies, and skills acquired during their program. Students demonstrate proficiency in understanding evidence- and practice-based strategies in public health; interpreting biostatistical results and concepts and the fundamentals of epidemiology methods and concepts; and analyzing various determinants that affect community health. ***Cannot be fulfilled by transfer.***

Prerequisite: NHS5004, MPH5100, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512, MPH5921.

MPH5993 - Public Health Integrative Project (4)

In this course, students demonstrate proficiency in their specialization area by applying learning from all required courses to complete an analysis of a public health organization or system, or propose a new application in their professional field. ***For MPH students only. Cannot be fulfilled by transfer.***

Prerequisite: NHS5004, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPH5999 - Public Health Professional Collaborative Project (4)

In this course, students participate in a collaborative project within a public health organization or community health program and demonstrate proficiency in public health

competencies. Students prepare a report of the outcome of the collaborative work for publication in a nationally recognized peer-reviewed public health journal. Though this course requires communication and collaboration with stakeholders in an organization, it is a student-driven experience that does not involve on-site supervision. ***Cannot be fulfilled by transfer.***

Prerequisite: MPH5993.

MUSC - Music

MUSC2000 - Fundamentals of Music with Practical Applications (6)

Students identify the components, genres, and uses of music. They label the fundamental components of music, music genres, and the practical applications of music. Lastly, students use digital tools to generate music.

NHS - Nursing and Health Sciences

NHS1010 - Medical Terminology (3)

In this five-week course, healthcare and nursing students build a solid foundation in medical terminology, preparing them for effective communication and documentation in clinical settings. Students gain insights into how many medical terms are made up of interchangeable word parts. Wide-ranging topics include basic word structure, pronunciation, medical abbreviations and symbols, terminology related to body systems, and pharmacology. In addition, specialty topics including diagnostic procedures and treatments are addressed. Through a mix of practical activities and critical discussions, students develop the competencies needed to understand and accurately use medical terminology. Students apply this knowledge using medical terms to analyze and interpret medical records and reports. Assessments include a mid-term and final exam, case study analyses, and discussion participation. ***For BSN (Prelicensure) students only.***

NHS1020 - Nutrition in Healthcare (3)

This five-week course provides students with a comprehensive understanding of the essential principles of nutrition and its profound impact on health. Throughout this course, students explore the roles of macronutrients and micronutrients, evaluate dietary needs across different life stages, and assess the relationship between nutrition and chronic diseases. Students are equipped to develop evidence-based dietary plans for various populations. Through a mix of practical activities and critical discussions, students develop the competencies needed to understand the fundamentals of human nutrition. Assessments include a mid-term and final exam, case study analyses, and discussion participation. ***For BSN (Prelicensure) students only.***

NHS1030 - Physical Science (6)

Students explore the fundamental principles of physics and chemistry and their critical role in nursing practice. Students apply physical science concepts to human physiology and pathophysiology, enhancing their understanding of patient care. Students examine how scientific principles underpin the operation of medical equipment and healthcare technologies. Through a mix of practical activities and critical discussions, students develop their ability to apply scientific concepts in clinical and academic settings. Assessments include a mid-term and final exam, case study analyses, and discussion participation. ***For BSN (Prelicensure) students only.***

NHS1040 - Anatomy and Physiology I (6)

Students are introduced to the structure and function of the human body. Topics include basic anatomical terminology; cells and tissues; and the integumentary, skeletal, muscular, and nervous systems. The course includes lectures, labs, and case studies to enhance understanding. ***For BSN (Prelicensure) students only.***

Prerequisite: BIO1000.

NHS2010 - Anatomy and Physiology II (6)

Students build upon their knowledge of the human body, focusing on the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. The course includes lectures, labs, and case studies to enhance understanding. ***For BSN (Prelicensure) students only.***

Prerequisite: BIO1000.

NHS2020 - Microbiology (6)

Students are introduced to the fundamental principles of microbiology, emphasizing the classification, metabolism, growth, and genetics of microorganisms. Students explore the role of microbes in human health and disease, gaining insight into both pathogenic and beneficial interactions. Through interactive laboratory experiences, students apply aseptic techniques, cultivate and identify microorganisms, and develop proficiency in microbiological methods. With an emphasis on clear and accurate communication of scientific concepts, students are prepared to integrate microbiological knowledge into clinical decision-making and patient care. ***For BSN (Prelicensure) students only.***

Prerequisite: BIO1000.

NHS2030 - Pathophysiology (6)

Students gain the skills necessary to assess and interpret physical examination findings and diagnostic tests to understand the pathophysiology of acute and chronic conditions. Students explore evidence-based strategies for treatment, monitoring, and management across patient populations. Students develop clear, scientifically accurate communication and create effective patient education materials grounded in current research. ***For BSN (Prelicensure) students only.***

Prerequisite: NHS1040, NHS2010, NHS2020.

NHS2040 - Emerging Technologies and Research in Healthcare (6)

Students explore the latest advancements in healthcare technologies and gain insights into how these innovations are transforming patient care, diagnostics, treatment, and healthcare management. Wide-ranging topics include telemedicine, artificial intelligence, wearable technology, robotics, genomics, blockchain, and virtual/augmented reality. Through a mix of theoretical knowledge, practical activities, and critical discussions, students develop the competencies needed to understand and engage with emerging technologies in healthcare. Assessments include mid-term and final exams, case study analyses, and project presentations. ***For BSN (Prelicensure) students only.***

Prerequisite: NHS1010, NHS1020, NHS1030, NHS1040, NHS2010, NHS2020, NHS2030.

NHS5004 - Communication, Collaboration, and Case Analysis for Master's Students (4)

This course prepares students for master's-level coursework in the School of Nursing and Health Sciences. Throughout the course, students analyze how the role of the practitioner-scholar guides leadership in the health care field and determine the ways in which they can effectively use communication strategies expected of health care professionals. In particular, students examine the attributes that contribute to effective and ethical health care leadership, including professional collaboration, communication, and decision making. ***Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

NHS6004 - Healthcare Law and Policy (4)

Students examine the political, legal, and regulatory issues impacting healthcare organizations and environments. Students analyze the effects of healthcare policy on health care practice and service delivery, with particular emphasis on the strategies used to monitor and maintain legal and regulatory compliance. Students also identify and apply healthcare policy and law concepts that promote organizational improvement. ***Cannot be fulfilled by transfer.***

Prerequisite: BHA3004 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 students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NHS6008 - Economics and Decision Making in Healthcare (4)

Students develop and demonstrate concepts, principles, issues, and trends in healthcare economics and the economic decision-making practices employed in the healthcare environment. Students analyze the political, legal, regulatory, organizational, and demographic implications of business decisions on healthcare economics; explore the ways economic and stakeholder influences affect operational planning and decision making; and practice applying performance monitoring and process management measures as part of the decision-making process. Students also examine cost-

effective problem solving; community- and population-based orientation; and effective use of healthcare market research, analysis, and assessment. ***Cannot be fulfilled by transfer.***

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 students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NHS8002 - Collaboration, Communication, and Case Analysis for Doctoral Students (4)

This course prepares students for doctoral-level coursework in the School of Nursing and Health Sciences. Throughout the course, students analyze and evaluate how the scholar-practitioner model provides guidance for developing competencies in effective and ethical health care leadership, including professional and interprofessional collaboration, communication, and decision making. ***Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

NHS8040 - 21st-Century Health Care Improvement (4)

Students in this course build foundational knowledge and skills needed to shape the future of health care. Through the lens of a 21st-century health care leader, students use critical thinking, analysis, and creative insights to examine a problem, gap, or opportunity for improvement within a health care or public health delivery system. Students also complete a culminating project charter to further develop a coherent quality improvement plan for 21st-century health care. ***Cannot be fulfilled by transfer.***

NHS8051 - Preparing for the Professional Doctorate in Public Health and Health Administration (4)

In this course, students identify and secure a preceptor and project site for their practicum and complete the research ethics and compliance training required for their doctoral capstone project. Students also substantiate organizational challenges that present opportunities for improvement interventions and synthesize research evidence to support feasible improvement interventions for an organization. In addition, students determine the extent to which a prospective capstone project benefits and adds value to an organization. Throughout the course, students refine their critical thinking and doctoral-level writing skills. ***Cannot be fulfilled by transfer.***

Prerequisite: NHS8065.

NHS8065 - Foundations of Evidence-Based Practice in Health Care (4)

In this course, students apply the steps of the evidence-based practice process to a challenge in health care. Students differentiate among qualitative, quantitative, and mixed research design, methods, and evidence, and evaluate the quality of qualitative research methods and results. Students also interpret the results and practical significance of health care data analyses and assess their strengths and weaknesses in writing as a doctoral professional. ***Cannot be fulfilled by transfer.***

Prerequisite: RSCH7864.

NHS8701 - Keystone: Defining the Doctoral Project (4)

In this course, students collect, integrate, and synthesize organizational and research evidence to complete a final draft of their Project Plan. Students also collaborate with leaders at an organization within a health care or public health setting to secure the site and preceptor for their project as well as identify a health care or public health challenge as an opportunity for evidence-based change and improvement. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NHS8051.

NSC - Natural Sciences

NSC1150 - Science and Innovation (6)

In this course, students analyze concepts from the physical and biological sciences to identify the connections between science and innovation. Students investigate how science and innovation influence society as they develop critical thinking, scientific reasoning, and research skills.

NSC2000 - Weather, Climate, and Society (6)

Students build an understanding of basic weather and climate concepts. They locate, explain, and visually depict past and current weather and climate data. In addition, students identify the impact of weather and climate on society.

NURS - Nursing

NURS1000 - Introduction to Nursing (6)

This course introduces the keys to academic success. Students build understanding of online learning and professional writing, thinking, and communication skills which are important for academic, professional, and nursing success. Students are introduced to the science behind academic success and how concepts such as self-efficacy, self-monitoring, and self-regulated learning can support their academic nursing journey. ***For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

NURS3000 - The Role of the Nurse (6)

Students gain an introduction to nursing practice, focusing on the introduction and development of clinical skills, critical thinking, and application of nursing knowledge. Students engage in case studies, weekly discussions, and NCLEX-style questions to prepare for real-world nursing scenarios. The course integrates the American Association of Colleges of Nursing (AACN)'s four spheres of care (Disease Prevention/Promotion of Health and Wellbeing, Chronic Disease Care, Regenerative or Restorative Care, and Hospice/Palliative/Supportive Care), ensuring a comprehensive approach to nursing education. ***For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NHS1010, NHS1020, NHS1030, NHS1040, NHS2010, NHS2020, NHS2030, NHS2040.

NURS3020 - Pharmacology (6)

Students prepare to apply pharmacological knowledge and clinical reasoning in the safe and effective use of medications in patient care. Students interpret physical assessments and diagnostic findings to guide pharmacology treatment and monitoring strategies. Delivering person-centered care through clear communication of evidence-based health information related to pharmacology is emphasized throughout the course. Students also explore the nurse's role in promoting healthcare quality using data and informatics, while reinforcing the importance of scientific accuracy and professional communication. ***For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NHS2040, NURS3000.

NURS3030 - Health Assessment (6)

Nursing students gain the essential competencies required to perform comprehensive health assessments across the human lifespan. Emphasis is placed on advanced interviewing strategies, systematic health history acquisition, physical examination methodologies, and the application of critical reasoning to clinical decision-making. Students synthesize theoretical knowledge with applied practice through engagement in virtual simulations, case-based analyses, and structured evaluative assignments. ***For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS-SL3010, NURS3020.

NURS4000 - Developing a Nursing Perspective (6)

Students build and strengthen the knowledge, skills, and abilities needed to succeed in their program and in the workplace. Students engage in interactive activities that help them develop and demonstrate a health care perspective and expand their academic success strategies including organizational, critical thinking, and problem-solving skills. Students also develop an understanding of ethics, information literacy, and effective writing. ***For BSN students only. Cannot be fulfilled by transfer or credit for prior learning.***

NURS4005 - Nursing Leadership: Focusing on People, Processes, and Organizations (6)

Students gain the understanding and abilities needed to champion and lead changes in interprofessional health care practice. Students use management theories and leadership strategies and apply interdisciplinary collaboration skills to improve systems outcomes

while reducing the cost of care. ***For BSN students only.***

Prerequisite: Completion of or concurrent registration in NURS4000.

NURS4010 - Leading People, Processes, and Organizations in Interprofessional Practice (6)

Students in this course gain the understanding and abilities needed to champion and lead changes in interprofessional health care practice. Students use management theories and leadership strategies and apply interdisciplinary collaboration skills to improve systems outcomes while reducing the cost of care. ***For BSN students only.***

Prerequisite: Students who have received credit for NURS4000 may not take NURS4010.

NURS4015 - Pathophysiology, Pharmacology, and Physical Assessment: A Holistic Approach to Patient-Centered Care (6)

Students gain a comprehensive understanding of the interplay between pathophysiology, pharmacology, and physical assessment in nursing care. Students examine how these three critical components form a holistic approach to patient management. By integrating evidence-based practices, cultural competence, and scholarly writing standards, students develop the skills necessary to provide safe and effective care across various populations. ***For BSN students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4000, completion of or concurrent registration in NURS4005.

NURS4020 - Improving Quality of Care and Patient Safety (6)

In this course, students build and demonstrate the skills necessary to contribute to the quality improvement of health care and patient safety. Students analyze elements of successful quality improvements as well as factors that lead to patient safety risks. In addition, students identify organizational interventions to promote patient safety and facilitate quality improvement processes to achieve desired patient, systems, and population outcomes. ***For BSN students only.***

Prerequisite: Students who have received credit for NURS4000 may not take NURS4020.

NURS4025 - Research and Evidence-Based Decision Making (6)

Students interpret research and apply an evidence-based practice model to make informed decisions in care planning. Students analyze the relevance and effectiveness of evidence in the processes of clinical reasoning and judgement to support interventions that result in desired patient, systems, and population outcomes. ***For BSN students only.***

Prerequisite: NURS4005, completion of or concurrent registration in NURS4015.

NURS4030 - Making Evidence-Based Decisions (6)

Students in this course interpret research and apply an evidence-based practice model to make informed decisions in care planning. Students analyze the relevance and effectiveness of evidence in the processes of clinical reasoning and judgement to support interventions that result in desired patient, systems, and population outcomes. ***For BSN students only.***

Prerequisite: Students who have received credit for NURS4000 may not take NURS4030.

NURS4035 - Enhancing Patient Safety and Quality of Care (6)

Students build and demonstrate the skills necessary to contribute to the quality improvement of health care and patient safety. Students analyze elements of successful quality improvements as well as factors that lead to patient safety risks. In addition, students identify organizational interventions to promote patient safety and facilitate quality improvement processes to achieve desired patient, systems, and population outcomes. ***For BSN students only.***

Prerequisite: NURS4015, completion of or concurrent registration in NURS4025.

NURS4040 - Managing Health Information and Technology (6)

In this course, students leverage technology to effectively and efficiently achieve desired patient, systems, and population outcomes. Students develop and demonstrate generalist nursing practices needed to manage health information and patient care technologies. Students also

develop strategies to improve security of patient information. ***For BSN students only.***

Prerequisite: Students who have received credit for NURS4000 may not take NURS4040.

NURS4045 - Nursing Informatics: Managing Health Information and Technology (6)

Students leverage technology to effectively and efficiently achieve desired patient, systems, and population outcomes. Students develop and demonstrate generalist nursing practices needed to manage health information and patient care technologies. Student also develop strategies to improve security of patient information. ***For BSN students only.***

Prerequisite: NURS4025 or NURS6011, completion of or concurrent registration in NURS4035 or NURS6016.

NURS4050 - Coordinating Patient-Centered Care (6)

Students in this course apply the knowledge and skills needed to respond to the unique biopsychosocial attributes and situational context of each individual patient while recognizing the patient as full partner in all health care decision making. Students collaborate and adapt practices to support patient-centered care and defend decisions based on the code of ethics for nursing. ***For BSN students only.***

Prerequisite: Students who have received credit for NURS4000 may not take NURS4050.

NURS4055 - Optimizing Population Health through Community Practice (6)

Students analyze the community and public health milieu, with emphasis on health promotion and disease prevention within a variety of community settings. Students apply principles of community and public health, health promotion, and epidemiology to create environments that improve health and safety. Students also examine leading health care indicators, health policy, and emergency preparedness. ***For BSN students only.***

Prerequisite: NURS4035 or NURS6016, completion of or concurrent registration in NURS4045.

NURS4060 - Practicing in the Community to Improve Population Health (6)

In this course, students analyze the community and public health milieu, with emphasis on health promotion and disease prevention within a variety of community settings. Students apply principles of community and public health, health promotion, and epidemiology to create environments that improve health and safety. Students also examine leading health care indicators, health policy, and emergency preparedness. ***For BSN students only.***

Prerequisite: Students who have received credit for NURS4000 may not take NURS4060.

NURS4065 - Patient-Centered Care Coordination (6)

Students apply the knowledge and skills needed to respond to the unique biopsychosocial attributes and situational context of each individual patient while recognizing the patient as full partner in all health care decision making. Students collaborate and adapt practices to support patient-centered care and defend decisions based on the code of ethics for nursing. ***For BSN students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4035 or NURS6016, completion or concurrent registration in NURS4055.

NURS4100 - Adult Health Nursing 1 (6)

Students analyze the core principles of adult health nursing, with a focus on promoting wellness in well adults. Emphasis is placed on health promotion, disease prevention, and the development of clinical reasoning. Students examine physiological, psychological, and sociocultural factors that influence adult health. Through integrated learning experiences including virtual instruction, simulation, and reflective practice, students apply the nursing process to support health and prevent illness across adult populations. ***For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS3030, NURS-SL3040, concurrent registration with NURS4105.

NURS4105 - Adult Health Nursing 1 Clinical (4)

In this hybrid clinical course, students gain virtual and hands-on experience in adult health nursing, emphasizing care for the well adult. Students apply principles of health promotion and disease prevention in simulated and real-world settings, developing clinical reasoning through a blend of virtual instruction, simulation, and supervised clinical placements. Throughout the course, students assess and support adult clients by integrating physiological, psychological, and sociocultural considerations. Using the nursing process, they plan and implement holistic care strategies to maintain wellness and prevent illness across populations. Students complete a minimum of 80 clinical hours during this course. ***Special permission is required for registration. For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS3030, NURS-SL3040, concurrent registration with NURS4100.

NURS4110 - Community and Mental Health Nursing (6)

Students are introduced to an integrated approach to community and psychiatric/mental health nursing. Students gain the knowledge and skills necessary to provide holistic care to individuals, families, and communities. Students develop an understanding of the importance of mental health in overall well-being and the role of community health in promoting and maintaining mental health. ***For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4100, NURS4105, concurrent registration with NURS4115.

NURS4115 - Community and Mental Health Nursing Clinical (4)

Students gain hands-on experience in psychiatric mental health nursing and community health nursing. Students apply theoretical knowledge in real-world settings, developing skills in holistic care for individuals, families, and communities. Students complete a minimum of 80 clinical hours during this course. ***Special permission is required for registration. For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4100, NURS4105, concurrent registration with NURS4110.

NURS4120 - Adult Health Nursing 2 (6)

Students develop the skills and knowledge necessary to manage complex health conditions in adult patients in this advanced course. Students build on their understanding of foundational nursing concepts and focus on the application of advanced clinical skills and critical thinking in varied healthcare settings. Integrating the American Association of Colleges of Nursing (AACN)'s four spheres of care (Disease Prevention/Promotion of Health and Wellbeing, Chronic Disease Care, Regenerative or Restorative Care, and Hospice/Palliative/Supportive Care) ensures a comprehensive approach to nursing education. Students develop competencies in preventive health, manage chronic conditions, support recovery and rehabilitation, and provide compassionate end-of-life care, preparing them to excel in various healthcare environments. ***For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4110, NURS4115, concurrent registration with NURS4125.

NURS4125 - Adult Health Nursing 2 Clinical (4)

Students gain hands-on experience focusing on the management of complex health conditions in adult patients. Emphasis is placed on applying principles of chronic disease management in real-world settings. Students develop clinical reasoning skills through integrated learning experiences that combine virtual classroom instruction, simulation-based practice, and supervised clinical placements. Throughout the course, students assess and support adult clients by considering physiological, psychological, and sociocultural factors that influence health. Using the nursing process, students plan and implement holistic care strategies aimed at maintaining wellness and preventing illness across adult populations. Students complete a minimum of 80 clinical hours during this course. ***Special permission is required for registration. For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4110, NURS4115, concurrent registration with NURS4120.

NURS4130 - Maternal Newborn and Pediatrics Nursing (6)

Students gain an understanding of the essential concepts in maternal and child nursing, including the physiological and psychological aspects of maternal and child health, applying nursing care principles to maternal and child health scenarios, and integrating ethical considerations and patient education in maternal-child nursing. ***For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4120, NURS4125, concurrent registration with NURS4135.

NURS4135 - Maternal Newborn and Pediatrics Nursing Clinical (4)

Students apply and refine their skills in a real-world maternal and child setting in this clinical course. Students focus on the delivery of patient-centered care to maternal, newborn, and pediatric patients, with an emphasis on advanced clinical judgment, evidence-based practice, and quality improvement. Students complete a minimum of 80 clinical hours during this course. ***Special permission is required for registration. For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4120, NURS4125, concurrent registration with NURS4130.

NURS4140 - Critical Care Nursing (6)

Students develop the specialized skills and knowledge required to care for critically ill patients in this advanced course. Students gain an understanding of the application of advanced clinical judgment, evidence-based practice, and patient-centered care in high-stakes environments. Integrating the American Association of Colleges of Nursing (AACN)'s four spheres of care (Disease Prevention/Promotion of Health and Wellbeing, Chronic Disease Care, Regenerative or Restorative Care, and Hospice/Palliative/Supportive Care) ensures a comprehensive approach to nursing education. Students develop competencies in preventive health, manage chronic conditions, support recovery and rehabilitation and provide compassionate end-of-life care, preparing them to excel in critical care settings. ***Special permission is required for registration. Students must complete all practicum paperwork and have final practicum approval before being cleared to enroll in NURS4140. For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4130, NURS4135, concurrent registration with NURS4145.

NURS4145 - Critical Care Nursing Clinical (4)

Students apply and refine their skills in a real-world critical care setting in this clinical course. Students focus on the delivery of patient-centered care to critically ill patients, with an emphasis on advanced clinical judgment, evidence-based practice, and quality improvement. Students complete a minimum of 80 clinical hours during this course. ***Special permission is required for registration. For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4130, NURS4135, concurrent registration with NURS4140.

NURS4150 - Transition to Practice Practicum (4)

Students gain hands-on clinical experience in a healthcare setting in this 150-hour practicum course. Students apply theoretical knowledge to real-world practice, develop clinical skills, and gain confidence in their role as professional nurses. Students complete a minimum of 150 practicum hours during this course. ***Special permission is required for registration. For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4140, NURS4145, concurrent registration with NURS4155.

NURS4155 - NCLEX Review Capstone (6)

Students prepare for the transition from nursing student to professional nurse. Through a comprehensive review of core nursing concepts, students engage in intensive preparation for the NCLEX-RN licensure examination. Students develop skills in critical thinking, clinical judgment, and evidence-based practice through case studies, simulated exams, and reflective practice. Students complete a capstone project that synthesizes knowledge from across the curriculum, demonstrating readiness for entry-level nursing practice. Emphasis is placed on test-taking strategies, time management, and self-

assessment to identify and address individual learning needs. Successful completion of this course signifies readiness to sit for the NCLEX-RN and enter the nursing workforce with confidence. ***For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4140, NURS4145, concurrent registration with NURS4150.

NURS4900 - Capstone Project for Nursing (6)

The capstone course is the culmination of the BSN degree program and provides students the opportunity to demonstrate the competencies they have gained during their program. Students integrate new knowledge from the literature into practice via direct practicum hours in a patient, family, or group setting to demonstrate proficiency and create high-quality deliverables to apply in future practice. In the capstone experience, students also further apply their knowledge of the program outcomes. ***For BSN students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4010, NURS4020, NURS4030, NURS4040, NURS4050, and completion of or concurrent registration in NURS4060.

NURS4905 - Capstone Project for Nursing (6)

The capstone course is the culmination of the BSN degree program and provides students the opportunity to demonstrate the competencies they have gained during their program. Students integrate new knowledge from the literature into practice via direct practicum hours in a patient, family, or group setting to demonstrate proficiency and create high-quality deliverables to apply in future practice. In the capstone experience, students also further apply their knowledge of the program outcomes. ***For BSN students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4055, NURS4065.

NURS5003 - Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4)

In this course, students apply concepts, frameworks, and models used to foster health promotion and disease prevention. Students evaluate individual and population wellness from various perspectives. Students examine factors that cause wellness gaps among people. By analyzing effective health assessment methods and communication strategies, students identify best practices for developing a population-focused approach to health promotion and disease prevention. ***For MSN students only.***

NURS5005 - Introduction to Nursing Research, Ethics, and Technology (4)

Students in this course gain and demonstrate knowledge of nursing research, ethics, and information technology in health care settings. Students apply the basic principles of nursing research and ways that information systems and patient care technologies contribute to improving patient outcomes. Students also evaluate ethics in nursing research and scholarship and how evidence-based practice relates to the effective use of information technologies in nursing practice. ***For MSN students only.***

NURS5007 - Leadership for Nursing Practice (4)

In this course, students examine and apply theoretical concepts and leadership competencies for nursing practice. Students evaluate evidence-based best practices and behaviors that support effective nursing leadership in health care settings, and analyze strategies for coordination, delegation, and goal setting and performance improvement. Students also assess concepts and principles of health care policy, legal and regulatory issues, and quality control in health care and the nursing profession. ***For MSN students only.***

NURS6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (4)

Students acquire an understanding of the nature of evidence and its relative value and weight in making clinical decisions that impact patient and population outcomes. In particular, students assess appropriate methods and analytic

approaches in order to investigate, evaluate, and synthesize the best available evidence for potential solutions and innovations. ***For BSN and MSN students only. Cannot be fulfilled by transfer.***

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 students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6016 - Quality Improvement of Interprofessional Care (4)

Students develop and demonstrate competence in the design, implementation, and evaluation of interprofessional quality improvement initiatives. Students investigate models for quality improvement, with an emphasis on outcome identification and measurement. Students also examine quality within the context of patient safety through adverse event and near-miss analyses. ***For BSN and MSN students only. Cannot be fulfilled by transfer.***

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 students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6020 - Advanced Nursing Practice 1: Biopsychosocial Concepts (4)

Students develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes in order to promote quality and cost-effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact the Institute of Medicine's six domains of healthcare quality: Safe, Effective, Patient-centered, Timely, Efficient, and of Consistent Quality. ***For MSN students only.***

Prerequisite: NHS5004, NHS6004, NHS6008, NURS6011, NURS6016. RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6025 - MSN Practicum (4)

Students in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Students create and implement a personalized practicum experience under the supervision of a preceptor at a site of their choice and demonstrate synthesis of professional and academic growth and practice by participating in a community of collaboration, sharing resources, experiences, and practice tips with their fellow students. Throughout the practicum, students also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). ***For MSN students only. Must be taken during the student's final quarter. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework, NURS6030, RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6026 - Biopsychosocial Concepts for Advanced Nursing Practice 2 (4)

Students in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost-effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact population health, as defined by the Institute for Healthcare Improvement. ***For MSN students only.***

Prerequisite: Completion of or concurrent registration in NURS6020. RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6030 - MSN Practicum and Capstone (6)

Students in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Students create and implement a personalized practicum experience under the supervision of a preceptor at a site of their choice and demonstrate synthesis of professional and academic growth and practice. Throughout the practicum, students also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). ***For MSN students only. Must be taken during the student's final quarter. Special permission is required for registration. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework. MSN Nursing Informatics students must have completed NURS6080. RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6080 - MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment (4)

Students develop critical thinking skills, advanced knowledge, and preparation for master's-level nursing practice in a designated specialization. Students create and implement a personalized practicum experience under the supervision of a preceptor at the practicum site of choice and record practicum experiences in a clinical log. During this practicum, students begin the process of synthesizing professional and academic growth and practice while applying the content learned in the specialization courses to the practicum. Additionally, students document progress, provide evidence of accomplishments, and track hours. Students are required to completed 100 practicum hours. ***For MSN students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6100, NURS6108, NURS6112, NURS6116; or NURS6200, NURS6222, NURS6224, NURS6226; or NURS6400, NURS6422, NURS6424, NURS6426; or NURS6620, NURS6622, NURS6624. NURS6626.

NURS6085 - MSN Practicum and Capstone (6)

Students develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Students create and implement a personalized practice immersion experience under the supervision of a preceptor at a field site of their choice and demonstrate synthesis of professional and academic growth and practice by participating in a community of collaboration and sharing resources, experiences, and practice tips with their fellow students. Throughout the practice immersion, students also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). Students are required to completed 200 practicum hours. ***For MSN students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6080.

NURS6100 - The Role of Nurse Educators (4)

Students examine the tripartite faculty role of teaching, service, and scholarship and the responsibilities associated with functioning as a nurse educator in an academic or healthcare environment. Students also analyze nurse educator competencies and the professional development activities expected of those who fill this multidimensional role. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6103 - The Nurse Educator Role (4)

In the course, students examine the tripartite faculty role of teaching, service, and scholarship and the responsibilities associated with functioning as a nurse educator in an academic or health care environment. Students also analyze nurse educator competencies and the professional development activities expected of those who fill this multidimensional role. ***For MSN students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6105 - Teaching and Active Learning Strategies (4)

In this course, students examine how the application of educational theory and teaching strategies facilitate learning in the classroom, online, in the laboratory, and in clinical settings. Students also investigate concepts associated with the domains of learning, learning styles, student engagement, and classroom management techniques. ***For MSN students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6107 - Curriculum Design, Development, and Evaluation (4)

In this course, students examine curriculum frameworks and models used in nursing education. Throughout the course, students demonstrate their understanding of these frameworks by beginning to develop curricula that are designed to reflect professional nursing standards and contemporary health care trends and that are structured to achieve expected student outcomes. Students also investigate the evaluation process used to assess curriculum design and identify accreditation and regulatory requirements that impact nursing curricula. ***For MSN students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6108 - Curriculum Overview: Design, Develop and Evaluate (4)

Students examine curriculum frameworks and models used in nursing education. Throughout the course, students demonstrate their understanding of these frameworks by beginning to develop curricula that are designed to reflect professional nursing standards and contemporary healthcare trends and that are structured to achieve expected student outcomes. Students also explore the evaluation process used to assess curriculum design and identify accreditation and regulatory requirements that impact nursing curricula. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6109 - Integrating Technology into Nursing Education (4)

In this course, students examine the integration of current and evolving technology into nursing education. Students investigate the use of multimedia, social media, computer-based technology, learning management systems, simulation, technology tools for outcomes assessment, and the process for selecting the

appropriate technology. Students demonstrate their ability to integrate technology in an academic or health care environment by developing a relevant project and accompanying evaluation plan. ***For MSN students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6111 - Assessment and Evaluation in Nursing Education (4)
In this course, students investigate a variety of strategies used to assess and evaluate student learning in the classroom, online, in the laboratory, and in clinical settings, as well as within all domains of learning. Students develop and demonstrate the skills required to use assessment and evaluation data to improve the teaching-learning process, measure the achievement of learning outcomes, and evaluate program effectiveness. ***For MSN students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6112 - Technology Integration for Nursing Education (4)

Students examine the integration of current and evolving technology into nursing education. Students investigate the use of multimedia, social media, computer-based technology, learning management systems, simulation, technology tools for outcomes assessment, and the process for selecting the appropriate technology. Students demonstrate their ability to integrate technology in an academic or healthcare environment by developing a relevant project and accompanying evaluation plan. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6116 - Nursing Education Assessment and Evaluation (4)

Students explore a variety of strategies used to assess and evaluate student learning in the classroom, online, in the laboratory, and in clinical settings, as well as within all domains of learning. Students develop the skills required to use assessment and evaluation data to improve the teaching-learning process, measure the achievement of learning outcomes, and evaluate program effectiveness. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6200 - Management and Leadership for Nurse Executives (4)

Students develop and demonstrate knowledge of contemporary leadership and management concepts and theories relevant to a variety of healthcare delivery settings. Students analyze the nurse leader's role in leading high-performing healthcare teams and examine the skills needed to collaborate with and create buy-in from stakeholders, colleagues, constituencies, and interdisciplinary teams. Students also examine the impact of cultural, ethical, and regulatory considerations on decision making and implement a future-looking strategic vision to ensure sustainable gains in quality and safety. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6201 - Advanced Practice Nursing Role Development (4)

Students investigate the role of the advanced practice nurse. Students analyze principles related to leadership, autonomy, scope of practice, and role development. ***For MSN Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Cannot be fulfilled by transfer.***

NURS6202 - Advanced Pathophysiology (4)

Students analyze pathophysiologic processes and their effect on body systems across the lifespan. Students build on their foundation of anatomy and physiology to enhance clinical decision-making in the advanced practice role. ***For MSN Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6201. MSN Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner students must have completed NHS6004, NHS6008, NURS6016, NURS6011.

NURS6203 - Advanced Pharmacology (4)

Students analyze advanced principles of pharmacology as they relate to the treatment and management of illnesses and conditions across the lifespan. Students build on their foundation of pharmacology to enhance clinical decision-making in the advanced practice role to safely, legally, ethically, and therapeutically prescribe, administer, and counsel patients regarding medication therapy and regimes. ***For MSN Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis. Special permission is required for registration.***

Prerequisite: NURS6201, NURS6202.

NURS6204 - Advanced Health Assessment (4)

Students analyze advanced principles of health assessment and diagnostic reasoning as they relate to individuals across the lifespan. Students acquire the knowledge and skills necessary to perform a comprehensive health history, physical and psychosocial assessment, and interpretation of pathophysiological changes. Students build on their foundation of physical assessment to enhance clinical decision-making in the advanced practice role. ***For MSN Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. For students in the MSN Psychiatric Mental Health Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate, it is recommended that NURS6204 is taken concurrently with NURS6209. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6201, NURS6202, NURS6203. For students in the MSN Adult-Gerontology Primary Care or Family Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate, NURS6204 must be taken concurrently with NURS6205.

NURS6205 - Advanced Health Assessment Skills Immersion (2)

Students analyze advanced principles of health assessment, diagnostic reasoning, and advanced practice skill acquisition across the lifespan. Students acquire knowledge and skills necessary to perform focused and comprehensive examinations, advanced primary care skills, and office procedures, and to interpret diagnostic testing in preparation for the nurse practitioner student's role in the clinical setting. Students build on prior knowledge to enhance clinical decision-making and diagnostic reasoning, in preparation for the advanced practice nursing role in primary care. Content is delivered in both asynchronous and synchronous formats. ***For MSN Adult-Gerontology Primary Care or Family Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate students only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NURS6201, NURS6202, NURS6203, concurrent registration with NURS6204.

NURS6206 - Advanced Health Promotion and Disease Prevention Across the Lifespan (4)

Students investigate health promotion, disease prevention, and risk reduction across the lifespan. Students examine epidemiological factors, psychosocial influences, and variations in health to promote wellness for individuals, families, and communities. ***For MSN Adult-Gerontology Primary Care or Family Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6201, NURS6202, NURS6203, NURS6204, NURS6205, concurrent registration with NURS6207.

NURS6207 - Introduction to Practicum (2)

In this clinical course, students develop advanced health assessment skills for clients throughout the lifespan. This course requires 125 practicum hours. ***For MSN Adult-Gerontology Primary Care or Family Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6201, NURS6202, NURS6203, NURS6204, NURS6205, concurrent registration with NURS6206.

NURS6209 - Psychopharmacology for Advanced Psychiatric Mental Health (4)

This 10-week course provides an in-depth exploration of psychopharmacology, focusing on the principles of pharmacokinetics and pharmacodynamics and the application of various psychotropic medications in clinical practice. Students examine the mechanisms of action, therapeutic uses, and side effects of medications used to treat psychiatric disorders. The course includes lectures, case studies, group discussions, and exams to build a comprehensive understanding of psychopharmacology. ***For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6202, NURS6203.

NURS6210 - Leadership and Management for Nurse Executives (4)

Students in this course develop and demonstrate knowledge of contemporary leadership and management concepts and theories relevant to a variety of health care delivery settings. Students analyze the nurse leader's role in leading high-performing health care teams and examine the skills needed to collaborate with, and create buy-in from, stakeholders, colleagues, constituencies, and interdisciplinary teams. Students also examine the impact of cultural, ethical, and regulatory considerations on decision making and implement a future-looking strategic vision to ensure sustainable gains in quality and safety. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6211 - Assessment and Diagnostics for Advanced Psychiatric Mental Health (4)

This 10-week course provides a comprehensive overview of psychiatric assessment and diagnostic techniques essential for Psychiatric Mental Health Nurse Practitioners (PMHNPs). Students learn to conduct thorough psychiatric evaluations, perform mental status examinations, and utilize diagnostic criteria from the DSM-5. The course covers a range of psychiatric disorders, including mood, anxiety, psychotic, neurodevelopmental, and personality disorders. Through lectures, case studies, group discussions, and hands-on activities, students develop the skills necessary to accurately assess and diagnose patients across the lifespan. Mid-term and final exams assess students' understanding and application of course material. ***For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Cannot be fulfilled by transfer except for students in the***

Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.

Prerequisite: NURS6204, NURS6209, concurrent registration with NURS6213.

NURS6212 - Health Care Quality and Safety Management (4)

Students in this course examine the role of the nurse leader's role in helping to effectively integrate into health care delivery systems the quality and safety principles that inform evidence-based changes and best practices. Students demonstrate an understanding of the ways in which they can measure health care quality and safety; monitor and assess patient safety and outcomes; develop a transparent system for identifying and resolving medical errors and adverse patient outcomes; use data to monitor and improve patient care and outcomes; and support a culture of quality and safety. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6213 - Advanced Skills Immersion, Diagnostics, and Interpretation (2)

This 10-week course is designed to enhance the diagnostic and interpretive skills of Psychiatric Mental Health Nurse Practitioners (PMHNPs). The course covers advanced psychiatric interviewing techniques, diagnostic formulation, the use of neuroimaging and biomarkers, genetic testing, and the integration of psychotherapy and pharmacotherapy. Students engage in both synchronous and asynchronous sessions, including lectures, case studies, group discussions, and hands-on activities. Mid-term and final exams assess students' understanding and application of advanced diagnostic skills. ***For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only.***

Prerequisite: NURS6204, NURS6209, concurrent registration with NURS6211.

NURS6214 - Health Care Informatics and Technology (4)

Students in this course gain and demonstrate the knowledge and skills nurse leaders need in order to utilize health information technology to enhance patient care and outcomes. In particular, students develop a strategy for technological integration and examine the ways in which they can use technology to evaluate patient data to inform patient diagnoses and outcomes. Students also assess the effective management of technological change within the health care environment and examine issues of consumer access to information and the privacy and confidentiality of patient information. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6216 - Advanced Finance and Operations Management (4)

Students in this course examine the nurse leader's role in establishing and managing an operations and capital budget. In particular, students develop an understanding of how incorporate variances or discretionary spending, manage the labor force within budget parameters, examine the availability and appropriate use of equipment and supplies, and apply finance principles to a strategic plan for achieving an organization's fiscal goals. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6218 - Leading the Future of Health Care (4)

Students in this course examine the role of the nurse leader in evaluating and responding to health care opportunities and challenges in a rapidly changing local and global environment. Students develop proactive strategies to drive and lead changes in health care and integrate evidence-based decision making into the culture

of the health care organization. Students also develop the critical-thinking and communication skills needed to positively influence health care redesign and examine the effects of visionary leadership in the field. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6222 - Healthcare Safety and Quality Management (4)

Students examine the nurse leader's role in helping to effectively integrate into healthcare delivery systems the quality and safety principles that inform evidence-based changes and best practices. Students demonstrate an understanding of the ways they can measure healthcare quality and safety; monitor and assess patient safety and outcomes; develop a transparent system for identifying and resolving medical errors and adverse patient outcomes; use data to monitor and improve patient care and outcomes; and support a culture of quality and safety. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6224 - Healthcare Technology and Informatics (4)

Students gain and demonstrate the knowledge and skills nurse leaders need in order to utilize healthcare technology to enhance patient care and organizational outcomes. In particular, students develop a strategy for technological integration and examine the ways in which they can use technology to evaluate patient data and organizational readiness. Students also use the strategic planning process to assess, evaluate, and implement technology that promotes improved healthcare outcomes. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6226 - Advanced Operations and Finance Management (4)

Students examine the nurse leader's role in establishing and managing an operations and capital budget. In particular, students develop an understanding of how to incorporate variances or discretionary spending, manage the labor force within budget parameters, examine the availability and appropriate use of equipment and supplies, and apply finance principles to a strategic plan for achieving an organization's fiscal goals. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6301 - Adult-Gerontology Primary Care 1 (4)

Students gain an understanding of the theoretical basis for the competencies of the nurse practitioner and cultivate skills in comprehensive assessment, diagnosis, and clinical management of commonly occurring acute and chronic illnesses and conditions impacting individuals across the lifespan. Students build upon their knowledge of advanced pathophysiology, pharmacology, and health assessment while learning the role of the nurse practitioner in primary care. ***For MSN Adult-Gerontology Primary Care or Family Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6206, NURS6207, concurrent registration with NURS6302.

NURS6302 - Adult-Gerontology Primary Care 1 Practicum (2)

In this clinical course, students apply clinical judgment in the management of commonly occurring acute and chronic illnesses and conditions across the lifespan. This course requires 125 practicum hours. ***For MSN Adult-Gerontology Primary Care or Family Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate***

students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.

Prerequisite: NURS6206, NURS6207, concurrent registration with NURS6301.

NURS6303 - Adult-Gerontology Primary Care 2 (4)

Students gain an understanding of the theoretical basis for the competencies of the nurse practitioner and cultivate skills in comprehensive assessment, diagnosis, and clinical management of complex acute and chronic illnesses and conditions impacting individuals across the lifespan. Students build upon their knowledge of advanced pathophysiology, pharmacology, and health assessment while learning the role of the nurse practitioner in primary care. ***For MSN Adult-Gerontology Primary Care or Family Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6301, NURS6302, concurrent registration with NURS6304.

NURS6304 - Adult-Gerontology Primary Care 2 Practicum (2)

In this clinical course, students apply clinical judgment in the management of complex acute and chronic illnesses and conditions across the lifespan. This course requires 125 practicum hours. ***For MSN Adult-Gerontology Primary Care or Family Nurse Practitioner and Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6301, NURS6302, concurrent registration with NURS6303.

NURS6305 - Adult-Gerontology Primary Care 3 (4)

Students gain an understanding of the theoretical basis for the competencies of the nurse practitioner and investigate concepts of aging, age-related changes, palliative, and end-of-life care. Students build upon their knowledge of advanced pathophysiology, pharmacology, and health assessment while learning the role of the nurse practitioner in primary care. ***For MSN Adult-Gerontology Primary Care Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6303, NURS6304, concurrent registration with NURS6306.

NURS6306 - Adult-Gerontology Primary Care 3 Practicum (2)

In this clinical course, students apply clinical judgment in the management of older adults and clients in need of palliative care and end-of-life care. This course requires 125 practicum hours. ***For MSN Adult-Gerontology Primary Care Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6303, NURS6304, concurrent registration with NURS6305.

NURS6307 - Adult-Gerontology Primary Care 4: Transition to Practice (2)

In this course, students synthesize concepts from previous courses in preparation to deliver fully accountable care. Concepts that support the transition to practice are also integrated. ***For MSN Adult-Gerontology Primary Care Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer.***

Prerequisite: NURS6305, NURS6306, concurrent registration with NURS6308.

NURS6308 - Adult-Gerontology Primary Care 4: Transition to Practice Practicum (4)

In this clinical course, students synthesize concepts from previous courses in preparation to deliver fully accountable care. This course requires 250 practicum hours. ***For MSN Adult-Gerontology Primary Care Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NURS6305, NURS6306, concurrent registration with NURS6307.

NURS6400 - Nursing Informatics Fundamentals (4)

Students analyze the roles, theories, ethical implications, and standards of nursing informatics practice. Students identify the rules, regulations, and current trends that govern professionals in the field. In addition, students examine the evolution and perspectives of nursing informatics, evaluate the effectiveness of information and communication modalities to support the delivery of healthcare, and integrate the knowledge and skills needed to lead and support improvements in healthcare. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6401 - Pediatric Primary Care (4)

Students gain an understanding of the theoretical basis for the competencies of the nurse practitioner, focusing on comprehensive assessment, diagnosis, and clinical management of commonly occurring acute and chronic illnesses and conditions in the pediatric population and family-centered care. Students build upon their knowledge of advanced pathophysiology, pharmacology, and health assessment while learning the role of the nurse practitioner in primary care. ***For MSN Family Nurse Practitioner and Family Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6303, NURS6304, concurrent registration with NURS6402.

NURS6402 - Pediatric Primary Care Practicum (2)

In this clinical course, students apply clinical judgment in the management of commonly occurring acute and chronic illnesses and conditions in the pediatric population. This course requires 125 practicum hours. ***For MSN Family Nurse Practitioner and Family Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6303, NURS6304, concurrent registration with NURS6401.

NURS6403 - Reproductive Health Primary Care (4)

Students gain an understanding of the theoretical basis for the competencies of the nurse practitioner, focusing on comprehensive assessment, diagnosis, and clinical management of reproductive health. Students build upon their knowledge of advanced pathophysiology, pharmacology, and health assessment while learning the role of the nurse practitioner in primary care. ***For MSN Family Nurse Practitioner and Family Nurse Practitioner Post-Master's***

Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.

Prerequisite: NURS6401, NURS6402, concurrent registration with NURS6404.

NURS6404 - Reproductive Health Primary Care Practicum (2)

In this clinical course, students apply clinical judgment in the management of prenatal and postpartum patients. This course requires 125 practicum hours. ***For MSN Family Nurse Practitioner and Family Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6401, NURS6402, concurrent registration with NURS6403.

NURS6405 - Family Nurse Practitioner Transition to Practice (2)

Students synthesize concepts from previous courses in preparation to deliver fully accountable care. Students also engage with concepts that support the transition to practice. ***For MSN Family Nurse Practitioner and Family Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6403, NURS6404, concurrent registration with NURS6406.

NURS6406 - Family Nurse Practitioner: Transition to Practice Practicum (2)

In this clinical course, students synthesize concepts from previous courses in preparation to deliver fully accountable care. This course requires 125 practicum hours. ***For MSN Family Nurse Practitioner and Family Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6403, NURS6404, concurrent registration with NURS6405.

NURS6410 - Fundamentals of Nursing Informatics (4)

Throughout the course, students analyze the roles, theories, ethical implications, and standards of nursing informatics practice. Students identify the rules, regulations, and current trends that govern professionals in the field. In addition, students examine the evolution and perspectives of nursing informatics and apply knowledge and skills needed to lead and support improvements in health care. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6412 - Analysis of Clinical Information Systems and Application to Nursing Practice (4)

In this course, students analyze the various aspects of clinical information systems to deliver quality health care. In particular, students acquire the knowledge and skills needed to effectively plan, design, and implement health/clinical information systems within nursing practice. Students also apply evidence-based informatics strategies to effect improved clinical outcomes. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6414 - Advancing Health Care Through Data Mining (4)

Students in this course analyze and validate data and demonstrate the ability to act as key drivers in nursing informatics. Throughout the course, students develop databases to enhance decision-making capabilities that improve clinical outcomes in multiple health care environments,

In addition, students examine the implications of data use related to responsibility, accountability, and dissemination. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6416 - Managing the Nursing Informatics Life Cycle (4)

In this course, students evaluate the typical life cycle of implementation, testing, evaluating, and supporting both hardware and software applications. Students also apply project and change management principles in relation to the life cycle of a health care information system. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6422 - Clinical Information Systems and Application to Nursing Practice Analysis (4)

Students analyze the various aspects of information and communication technologies to deliver quality healthcare. Students acquire the knowledge and skills needed to effectively plan, design, implement, and disseminate information and communication technology modalities within nursing practice. Students also apply evidence-based informatics strategies to effect improved clinical outcomes. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6424 - Data Mining to Advance Healthcare (4)

Students analyze and validate data as key drivers in nursing informatics. Throughout the course, students develop databases to enhance decision-making capabilities to improve clinical outcomes in multiple healthcare environments. In addition, students explore the implications of data use related to responsibility and accountability and present the findings to various stakeholders. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6426 - Nursing Informatics Life Cycle Management (4)

Students evaluate the typical life cycle of implementation, testing, evaluating, and supporting both hardware and software applications. Students also apply project and change management principles in relation to the life cycle of a healthcare information system. Finally, students integrate information and communication technology modalities to optimize healthcare delivery. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6501 - Advanced Psychiatric Mental Health Care of Adults and Older Adults (4)

This 10-week course provides an in-depth exploration of psychiatric care for adults and older adults. Students explore the assessment, diagnosis, and management of various psychiatric disorders in adults and older adults, including mood, anxiety, neurocognitive, and substance use disorders. The course includes lectures, case studies, group discussions, and exams to build a comprehensive understanding of adult and geriatric psychiatry. ***For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6211, NURS6213, concurrent registration with NURS6502.

NURS6502 - Practicum I (2)

This 10-week practicum course provides students with hands-on clinical experience in both adult and geriatric psychiatry. Students complete 150

clinical hours in a psychiatric setting, working directly with adult and older adult patients under the supervision of experienced clinicians. The course includes supervision sessions, case presentations, and discussions to enhance clinical skills and apply theoretical knowledge to practice. ***Special permission is required for registration. For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6211, NURS6213, concurrent registration with NURS6501.

NURS6503 - Advanced Psychiatric Mental Health Care of Children and Adolescents (4)

This 10-week course provides an in-depth exploration of psychiatric care for children and adolescents. Students explore the assessment, diagnosis, and management of various psychiatric disorders in this population, including mood, anxiety, neurodevelopmental, and substance use disorders. The course includes lectures, case studies, group discussions, and exams to build a comprehensive understanding of child and adolescent psychiatry. ***For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6501, NURS6502, concurrent registration with NURS6504.

NURS6504 - Practicum II (2)

This 10-week practicum course provides students with hands-on clinical experience in child and adolescent psychiatry. Students complete 150 clinical hours in a psychiatric setting, working directly with young patients under the supervision of experienced clinicians. The course includes supervision sessions, case presentations, and discussions to enhance clinical skills and apply theoretical knowledge to practice. Special permission is required for registration. ***For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6501, NURS6502, concurrent registration with NURS6503.

NURS6505 - Psychiatric Mental Health Care of Special Populations (4)

This 10-week course provides an in-depth exploration of psychiatric care for special populations, including LGBTQ+ individuals, homeless individuals, refugees and immigrants, individuals with disabilities, older adults, veterans, and individuals with substance use disorders. Students explore the assessment, diagnosis, and management of various psychiatric disorders in these populations. The course includes lectures, case studies, group discussions, and exams to build a comprehensive understanding of psychiatric care for special populations. ***For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6503, NURS6504, concurrent registration with NURS6506.

NURS6506 - Practicum III (2)

This 10-week practicum course provides students with hands-on clinical experience in psychiatric care for special populations, including LGBTQ+ individuals, homeless individuals, refugees and immigrants, individuals with disabilities, older adults, veterans, and individuals with substance use disorders. Students complete 150 clinical hours in a psychiatric setting, working directly with special populations under the supervision of experienced clinicians. The course includes supervision sessions, case presentations, and discussions to enhance clinical skills and apply theoretical knowledge to practice. ***Special permission is required for registration. For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6503, NURS6504, concurrent registration with NURS6505.

NURS6507 - Psychiatric Mental Health Nurse Practitioner (4)

This 10-week practicum course provides Psychiatric Mental Health Nurse Practitioner students with advanced clinical experience in psychiatric care. Students engage in advanced patient assessments, psychopharmacology management, psychotherapy techniques, forensic psychiatry, telepsychiatry, leadership, quality improvement, and ethical and legal issues. The course includes supervision sessions, case presentations, and discussions to enhance clinical skills and apply theoretical knowledge to practice. ***For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6505, NURS6506, concurrent registration with NURS6508.

NURS6508 - Practicum IV (2)

This 10-week clinical practicum course is designed to provide Psychiatric Mental Health Nurse Practitioner (PMHNP) students with hands-on clinical experience in psychiatric care. Students engage in patient assessments, psychopharmacology management, psychotherapy techniques, crisis intervention, family and group therapy, and culturally competent care. The course includes supervision sessions, case presentations, and discussions to enhance clinical skills and apply theoretical knowledge to practice. The course includes a mid-term and final exam, and students complete 150 clinical hours under the supervision of experienced PMHNPs. ***Special permission is required for registration. For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Cannot be fulfilled by transfer except for students in the Post-Master's Certificate in Nursing as approved through Faculty Gap Analysis.***

Prerequisite: NURS6505, NURS6506, concurrent registration with NURS6507.

NURS6509 - Psychiatric Mental Health Nurse Practitioner Transition to Practice (2)

This 10-week course is designed to help Psychiatric Mental Health Nurse Practitioner (PMHNP) students transition from student to practitioner while preparing for the certification exam. The course covers professional identity development, clinical decision-making, time management, interprofessional collaboration, leadership, quality improvement, ethical and legal issues, and certification exam preparation. Students engage in lectures, workshops, case studies, and discussions to prepare for their professional careers and certification. ***For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only. Special permission is required for registration.***

Prerequisite: NURS6507, NURS6508, concurrent registration with NURS6510.

NURS6510 - Practicum V (2)

This 10-week course is designed to help Psychiatric Mental Health Nurse Practitioner (PMHNP) students transition from student to practitioner while preparing for the certification exam. The course covers professional identity development, clinical decision making, time management, interprofessional collaboration, leadership, quality improvement, ethical and legal issues, and certification exam preparation. Students engage in lectures, workshops, case studies, and discussions to prepare for their professional careers and certification. The course includes a mid-term and final exam, and students complete 150 clinical hours under the supervision of experienced PMHNPs. ***Special permission is required for registration. For MSN Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate students only.***

Prerequisite: NURS6507, NURS6508, concurrent registration with NURS6509.

NURS6610 - Introduction to Care Coordination (4)

In this course, students examine the importance of nurses' contributions to coordinating patient care and the nurse's role in coordinating care in varied settings. Students identify essential members of the patient care team needed for interprofessional collaboration and assess how the current health care climate is shaping the future. In addition, students evaluate care coordination plans and outcomes according to performance measures and professional standards as well as develop patient assessments based on current legislation, policies, and evidence-based research. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6612 - Health Care Models Used in Care Coordination (4)

Students in this course examine how emerging health care models are incorporated into the larger framework of clinical care oversight. Students analyze the role of informatics in nursing care coordination and the ways in which client information is collected and used to influence health outcomes. Students also identify the ways in which care coordination can support cost efficiency, promote quality of care, and affect positive health outcomes. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6614 - Structure and Process in Care Coordination (4)

Students in this course gain and demonstrate knowledge of the various care coordination components, including client selection criteria, communication methodologies, clinical team development, assessment tools, care plan and profile development, cultural considerations, data structuring for reporting, and clinical efficiency. Students examine the responsibilities of the nurse care coordinator to the client prior to the implementation of the care plan and during the care coordination process. Students evaluate successful strategies for interviewing and organizing information around client health, goal setting, efficient clinical oversight, technological support, and data formatting. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6616 - Ethical and Legal Considerations in Care Coordination (4)

In this course, students examine the care coordination process in relation to confidentiality and client privacy, management of consents for health care, client rights in the care coordination process, terminations of care coordination management, and the importance of clinical team collaboration and communication. Students navigate the process of aligning limited resources with client needs and gain an understanding of the balance required between cost effectiveness and conscious stewardship. ***For MSN and***

Graduate Certificate students only.

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6618 - Leadership in Care Coordination (4)

Students in this course propose a project for change in a care coordination setting, aligning care coordination resources with community health care needs. Students apply project management best practices to affect ethical practices and support positive health outcomes in the delivery of safe care in compliance with applicable regulatory requirements. In addition, students identify ways in which the care coordinator leader supports collaboration between key stakeholders in the care coordination process. ***For MSN and Graduate Certificate students only.***

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration students must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6620 - Care Coordination Healthcare Models (4)

Students examine how the Quadruple Aim is incorporated into the larger framework of clinical care oversight. Students analyze the role of technology in nursing care coordination and the ways in which data is used to inform decision-making to influence healthcare outcomes. Students also identify the ways in which care coordination can enhance the patient experience, improve health outcomes within the community, reduce costs of care, and improve patient and provider satisfaction. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6622 - Care Coordination Structure and Process (4)

Students identify and analyze gaps in practice for a specific population and the barriers affecting the care coordination process. Students create a strategy to resolve the gaps through enhanced care coordination process and interprofessional collaboration to improve healthcare outcomes. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6624 - Care Coordination Ethical and Legal Considerations (4)

Students examine the legal and ethical implications in relation to care coordination in diverse settings. Students examine clinical team collaboration and effective communication strategies. Students navigate the process of aligning limited resources with client needs with regard to a variety of healthcare considerations. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS6626 - Care Coordination Leadership (4)

Students propose a project for change in a healthcare setting, aligning care coordination resources with community healthcare needs. Students apply project management best practices to influence ethical practices and support positive health outcomes in the delivery of safe, relevant care in compliance with applicable regulatory requirements. In addition, students identify ways in which the care coordinator leader supports collaboration between key stakeholders in the care coordination process. Students are required to complete 50 practicum hours. ***For MSN students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS6020, NURS6026.

NURS8004 - Advanced Doctoral Writing for Nurses (4)

Students write as doctoral professionals in concisely organized text, using appropriate evidence and tone. Students apply communication with stakeholders regarding a specific problem, possible intervention, or process change; synthesize literature; and translate existing literature into the quality improvement process. Students gain foundational knowledge and skills to progress in their doctoral journey. ***For DNP students only. Cannot be fulfilled by transfer.***

NURS8006 - Nursing Research and Evidence-Based Practice (4)

Students apply the steps of the evidence-based practice (EBP) process to a healthcare safety issue, evaluating research designs, methods, and results and then determining the practical significance and application of evidence on the chosen healthcare safety issue. Students also have opportunities to incorporate inter-professional communication and collaboration to appropriately assess and address the healthcare needs of patients. As students progress through the course, they build and present their case, evaluate evidenced-based literature, and create a policy or procedure for the implementation of a quality improvement project in a healthcare setting. ***For DNP students only. Cannot be fulfilled by transfer.***

NURS8008 - Person-Centered Care in Doctoral Practice (4)

This course is designed to equip advanced nursing professionals with the specialized knowledge and skills required to lead the design, implementation, and evaluation of patient-centered care models within complex healthcare systems. With a focus on the intersection of evidence-based practice, theory, leadership, and quality improvement, students delve into the essential aspects of patient-centered care delivery, addressing the dynamic needs of patient populations across various clinical settings. ***For DNP students only. Cannot be fulfilled by transfer.***

NURS8012 - Nursing Technology and Healthcare Information Systems (4)

Students analyze the many facets of health informatics from the perspectives of data, information, knowledge, and wisdom. Students also evaluate the role of nurses in advanced nursing practice roles with relation to policy-making, application design, technology selection, usability, safety, security, outcome data analysis, and interdisciplinary clinical workflow integration. In addition, students investigate strategies related to the utilization of information technology for quality improvement initiatives, evidence-based practice guideline implementation, administrative and clinical decision-making, and patient and clinician education. ***For DNP students only. Cannot be fulfilled by transfer.***

NURS8014 - Global Population Health (4)

Students evaluate global health issues and propose and evaluate interventions to address global health concerns. Throughout the course, students build the knowledge and skills necessary to lead the development and implementation of institutional, local, state, national, or international healthcare initiatives. ***For DNP students only. Cannot be fulfilled by transfer.***

Prerequisite: NURS8010.

NURS8020 - Doctoral Executive Leadership in Contemporary Nursing (4)

Students analyze executive leaders' roles in complex healthcare delivery systems relevant to contemporary nursing and leverage evidence-based leadership qualities to evaluate the relationships among organizations, key stakeholders, and policy effectiveness. Students apply this knowledge to professional practice and organizational priorities for effective strategic planning. Through the synthesis of course concepts, students develop and apply a real-world perspective to common issues and challenges at the system level. Students gain the foundational knowledge and skills to progress in their doctoral journey. ***For DNP students only. Cannot be fulfilled by transfer.***

NURS8022 - Nursing Technology and Advanced Healthcare Information Systems (4)

Students analyze the use of nursing technology and healthcare information systems. Students apply informatics concepts to select, use, and evaluate electronic and digital tools for improving healthcare by utilizing existing primary data to answer secondary questions regarding population and processes. Students analyze the effects of technology on legal and ethical issues relating to expert practice and gain experience leading initiatives to maximize the power of informatics now and in the future. Students gain the foundational knowledge and skills to progress in their doctoral journey. ***For DNP students only. Cannot be fulfilled by transfer.***

NURS8024 - Advanced Global Population Health (4)

Students evaluate global health issues and propose and evaluate interventions to address global health concerns. Throughout the course, students build the knowledge and skills necessary to lead the development and implementation of institutional, local, state, national, or international healthcare initiatives. ***For DNP students only. Cannot be fulfilled by transfer.***

Prerequisite: NURS8020.

NURS8045 - Doctoral Writing and Professional Practice (4)

Students in this course write as doctoral professionals, including crafting a compelling argument and creating a literature review that supports a possible intervention or process change. Students also obtain approval for their practicum site and preceptor and complete the related paperwork. ***For DNP students only. Cannot be fulfilled by transfer.***

Prerequisite: NURS8030, completion of or concurrent registration in NURS8012.

NURS9000 - Doctor of Nursing Practice 1 (4)

Students define their project gap, interventions, desirable quality improvement outcomes, and their roles in project implementation. This course requires university approval of the topic prospectus. ***For DNP students only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all didactic coursework.

NURS9010 - Doctor of Nursing Practice 2 (4)

Students associate project outcomes with a quality improvement model and formalize the project implementation plan. This course requires university approval to begin the implementation phase of their project. ***For DNP students only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NURS9000.

NURS9020 - Doctor of Nursing Practice 3 (4)

Students implement their projects demonstrating the leadership skills gained thus far in the program. Throughout the course, students reflect on the processes of implementation and refine their project details through writing prompts. This course requires completion of practicum hours. ***For DNP students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NURS9010.

NURS9030 - Doctor of Nursing Practice 4 (4)

Students begin the process of documenting their project in a scholarly manner. Throughout the course, students refine their project details and further develop their manuscript in the areas of data analysis, results, and conclusions. This course requires completion of practicum hours. ***For DNP students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NURS9020.

NURS9040 - Doctor of Nursing Practice 5 (4)

Students complete the manuscript and reflect on their experience with the doctoral project. Students also develop dissemination skills by developing a presentation on the purpose, intervention, and results of their project. This course requires completion of all practicum hours and university approval of manuscript. ***For DNP students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NURS9030.

NURS9100 - Defining the Nursing Doctoral Project (4)

In this course, students finalize a project charter to address a clinical or organizational problem or take advantage of an opportunity for improvement within a health care or public health setting. Students also meet a high standard for ethical, interprofessional practice. Students begin precepted practicum hours in this course. ***For DNP students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: A cumulative GPA of 3.0 or better; NHS8040, NURS8010, NURS8012, NURS8014, NURS8030, NURS8045, and RSCH7864.

NURS9901 - Nursing Doctoral Project 1 (4)

Students in this course obtain university approval to begin the implementation phase of their project. At the completion of the course, students associate project outcomes with a quality/performance improvement framework and formalize the project implementation plan. This course requires completion of practicum hours. ***For DNP students only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NURS9100.

NURS9902 - Nursing Doctoral Project 2 (4)

In this course, students implement their projects and reflect on the process and lessons learned. Students also conduct an exhaustive search of the literature, critically appraise the evidence, and develop a coherent interpretation and synthesis of the main themes and relationships among sources. This course requires completion of practicum hours. ***For DNP students only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NURS9901.

NURS9903 - Nursing Doctoral Project 3 (4)

Students in this course begin the process of documenting their project in a scholarly manner. Throughout the course, students evaluate data, incorporate evidence, draft analysis, and develop the first part of their report on their doctoral project. This course requires completion of practicum hours. ***For DNP students only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NURS9902.

NURS9904 - Nursing Doctoral Project 4 (4)

In this course, students complete the final report and apply knowledge and experience gained during the doctoral project. Students also create a presentation on the purpose, intervention, and results of their project to develop dissemination skills. This course requires completion of practicum hours. ***For DNP students only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NURS9903.

NURS9980 - Doctoral Project Development (4)

This course provides students with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Students analyze, critique, and integrate information into the design and implementation of their project. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

NURS-SL - Nursing

NURS-SL3010 - Fundamentals of Nursing (6)

Students gain the fundamental concepts and skills necessary for nursing practice. Emphasis is placed on patient-centered care, safety, evidence-based practice, and clinical reasoning. Students prepare for the Next Gen NCLEX by gaining theoretical knowledge, developing practical skills, and analyzing case

studies. Integration of the American Association of Colleges of Nursing (AACN)'s four spheres of care helps students develop competencies in preventive health, management of chronic conditions, support of recovery and rehabilitation, and the provision of compassionate end-of-life care, aligning with the highest standards of nursing practice. ***For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NHS2040, NURS3000.

NURS-SL3040 - Skills Immersion (6)

Students gain essential skills and knowledge required to excel in nursing practice. Over ten weeks, students engage in a variety of hands-on activities, simulations, and discussions to prepare for real-world clinical scenarios. Students gain confidence and competency in performing a wide range of nursing skills, from basic patient care to advanced procedures. Special Permission is required for registration. ***For BSN (Prelicensure) students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS-SL3010, NURS3020.

PHI - Philosophy

PHI1010 - Thinking Outside the Box: Critical Thinking and Problem Solving (6)

Students investigate creative critical thinking approaches. They identify critical thinking and problem-solving strategies. Students use innovative thinking to identify solutions to complex problems and explain their solutions.

PHI3100 - Ethical Dilemmas (6)
Students apply ethical theories to find solutions to common dilemmas, showing how different ethical approaches lead to different actions in difficult situations. Students construct a moral argument, applying ethical reasoning to different situations. Additionally, students develop a personal ethical framework for making choices throughout their lives. ***Students who have received credit for PHI2000 may not take PHI3100.***

PHI-H - Philosophy

PHI-H2005 - Honors Seminar: Critical Thinking for the Professional World (3)

This is the first course in the honors pathway. Students apply critical thinking skills to develop a professionally relevant question in their discipline or program of study to investigate throughout the honors pathway. Students gain the knowledge and skills necessary to ask questions and solve problems from multiple perspectives. Students analyze their question from multiple perspectives and engage in enriching discussions with faculty and peers. ***For honors pathway students only. Cannot be fulfilled by transfer.***

PHY - Physical Science

PHY1000 - Introduction to Astronomy (6)
Students investigate the science of astronomy and define the Earth's place in the universe. They build an understanding of the scientific phenomenon of the solar system, including Earth as a planet, stellar and galactic evolution, and the nature of the physical universe as a whole.

PLAY - Play Therapy

PLAY6203 - The History and Systems of Play Therapy (4)

Students examine the historical origins of and rationale for integrating play into the practice of therapy and discuss the core systems of and approaches to play therapy. Students also review the contributions of play to child development and well-being throughout the lifespan. ***Cannot be fulfilled by transfer.***

PLAY6206 - Theories and Skills of Play Therapy (4)

Students expand on their knowledge of the major theories of play therapy and the skills and interventions that define those theories. Students assess the major theories and apply these to their work with a variety of child clients and client scenarios. Students also develop a personal theoretical orientation and apply this approach to personal practice. Students assess ethical and legal issues unique to the field and specific to providing play therapy services across populations. ***Cannot be fulfilled by transfer.***

Prerequisite: PLAY6203.

PLAY6209 - Advanced Play Therapy (4)

Students examine the historical and theoretical foundations of child-centered play therapy and the ways in which this approach differs from other forms of play therapy. Students practice and evaluate basic child-centered skills and analyze child-centered play therapy in real-world applications. ***Cannot be fulfilled by transfer.***

Prerequisite: PLAY6203, PLAY6206.

PLAY6212 - Special Topics in Play Therapy (4)

Students investigate the theoretical foundations, research and practical applications of play therapy in various environments including schools, groups and families. Students also examine play therapy with a range of populations and explore associated adaptations of the playroom, therapeutic play therapy models and play therapy outcomes research. ***Cannot be fulfilled by transfer.***

Prerequisite: PLAY6203, PLAY6206.

PM - Project Management

PM1000 - Project Management Principles (3)

Students build an understanding of the fundamental basics of project management and gain a broad overview of project management standards and their applicability to both business and IT projects. Students analyze management theories, concepts, tools and techniques defined by the Project Management Institute (PMI®) including the Process Groups and Knowledge Areas. Students also investigate other project management methodologies and frameworks, with an emphasis on Agile. ***Students who have received credit for PM3000 may not take PM1000.***

PM4000 - Foundations of Project Management Domains (6)

Students develop a strong grounding in the essential elements of project management and equip themselves with the foundational knowledge needed to navigate and excel in diverse project environments. Students delve into the Project Management Institute (PMI) performance domains, exploring each area critical to successful project management and combining theoretical concepts with practical applications to real-world scenarios. Students investigate the importance of people-oriented skills, such as communications, team building and leadership. The course culminates in a final project where students apply the knowledge learned in the development and management of a project.

Prerequisite: PM1000.

PM4020 - Integration and Scope Management (6)

Students gain an understanding of integration management and scope management knowledge areas. Students identify and examine the processes, tools, and techniques used to integrate activities from execution to project completion, and manage the interdependencies among the project management knowledge areas. Students create the scope management plan component of the project management plan and emphasize a system solutions approach for gathering and defining business requirements and leveraging project change management for controlling project scope. Finally, students consider the importance of developing strategic business and leadership skills, such as listening, problem solving, team building, market awareness, and customer relationship skills.

Prerequisite: PM4000.

PM4030 - Scheduling, Cost, and Quality Management (6)

Students investigate project scheduling and cost and quality management in a business or information technology (IT) project context. Students analyze project scheduling, costs, and quality management processes, including quality planning, quality assurance, and quality control. Students also monitor project results to evaluate compliance with schedule, costs and quality standards and gain an understanding of the steps involved in planning, performing, and controlling a business or IT project. Students identify a variety of scheduling, cost and quality tools that can be used independently or conjunctively. Finally, students utilize project management software to help in developing a project schedule.

Prerequisite: PM4000.

PM4040 - Human Resources and Motivation Management (6)

Students sample strategies for improving creativity, teamwork, and job satisfaction within a project team by creating and developing a project and recruiting team members. Students analyze the theories on individual motivation and how it fits in the organizational structure. Students examine the strengths and weaknesses of organizational development supporting project team member development to gain knowledge of how to effectively motivate project team members. Students also gain understanding about virtual teams, how to effectively manage them, and evaluate the link between personality traits and resolving team conflicts and how to effectively communicate with your team to manage change.

Prerequisite: PM4000.

PM4050 - Communication and Stakeholder Management (6)

Students develop an understanding of project communication and stakeholder management knowledge areas. Students analyze the processes, tools, and techniques used to manage project communications and stakeholders across project management process groups and emphasize executive project sponsorship as a strategic tool for project success. Students also acquire skills in strategic business management and leadership: customer relationship and satisfaction, operational functions, conflict management, negotiation, listening, problem solving, and team building.

Prerequisite: PM4000.

PM4060 - Risk Management in Project Management (6)

Students analyze project risk management and examine the processes, tools and techniques used to identify, analyze, prioritize, respond, and control risk on a project. Students gain an understanding of how a risk management process can be standardized. Students also acquire and demonstrate business management and leadership skills such as planning, environmental awareness and conditions, benefits management, brainstorming, listening, negotiation, problem solving, and team building.

Prerequisite: PM4000.

PM4070 - Procurement Management in Project Management (6)

Students examine procurement management and investigate the various types of contracts, their terms and conditions, and execution. Students develop contract specifications, find potential sources, and evaluate bids. Finally, students examine ethical standards and legal requirements in procurement within the global market.

Prerequisite: PM4000.

PM4080 - Agile Project Management (6)

Students are introduced to the concepts of Agile Project Management (APM). Students gain an understanding of APM's objectives, which are, in part, to deliver customer value earlier in repeated iterations, adapt to changes in a more flexible and timely manner to ultimately gain a result of higher customer satisfaction, and increased team morale, collaboration, and ownership. Students apply their skills and knowledge to a scenario that requires the development of an APM-based project plan.

Prerequisite: PM4000.

PM5018 - Project Management Foundations (4)

In this cross-disciplinary course, students analyze the fundamentals of project management and gain an overview of project management standards and their applicability to managing projects, with an emphasis on management methodologies and frameworks, including those defined by the Project Management Institute (PMI®). Students have the opportunity to participate in experiential learning by bringing in a workplace project, or they may use the project provided in the course. Students cultivate effective project management leadership skills, including project politics and ethics and collaboration.

PM5332 - Project Management Planning, Execution, and Control (4)

This course covers the components of project management within the project planning, executing, monitoring, and controlling process groups. Students identify project requirements and develop a project plan that considers project scope, time, and cost in managing competing

project requirements. Students also demonstrate the application of various project management tools including activity estimation, resource assignment, work breakdown structure (WBS) creation and the development of a project management schedule.

Prerequisite: PM5018, or completion of or concurrent registration in PM5331.

PM5333 - Project Budgeting, Procurement, and Quality (4)

Students investigate project cost, quality, and procurement in business or information technology (IT) project context. Students analyze the fundamental concepts and principles of the following project management knowledge areas: project cost management, project quality management, and project procurement management by demonstrating the application of tools, techniques, and methodologies within these areas of study. Students apply various tools and techniques, in an integrative manner, to manage interdependencies among project management process groups.

Prerequisite: PM5018, or completion of or concurrent registration in PM5332.

PM5334 - Project Risk Assessment and Control (4)

Students in this course examine and demonstrate their knowledge of the components of project risk management including assessing project risk identification and mitigation strategies; evaluation of risk impact analysis methods; and evaluation of risk analysis techniques to ensure project success. Students also assess project risk management certifications and professional development activities to identify future project risk management professional opportunities.

Prerequisite: PM5018, or completion of or concurrent registration in PM5333.

PM5335 - Project Leadership and Management (4)

In this course, students examine the role and skills required of project leaders across organizations by exploring a wide range of leadership roles, including manager, problem solver, facilitator, trainer, communicator, and advocate. Students analyze how each of these roles affects the ability to create a cohesive project team, and synthesize a step-by-step approach to leadership and team-building. Finally, students demonstrate an understanding of leadership ethics, leadership and project strategy, and the relationship between leadership and project management politics.

PM5336 - Agile Project Management Theory and Practice (4)

In this course, students apply the Agile Project Management (APM) methodology, which emphasizes an iterative process and adaptation to change in a more flexible and timely manner, achieving higher stakeholder satisfaction, and increasing team morale, collaboration, and results ownership. Students apply Agile practices to address business needs, project goals, and requirements and use Agile to anticipate and manage project risks to achieve successful projects.

PSL - Public Service Leadership

PSL8130 - Action Research for Public Service Leadership (4)

In this course, students attain a conceptual understanding of action research methods in public service leadership. Upon successful completion of this course, students are able to evaluate research methodologies, analyze an action research study, and prepare an action research plan.

Prerequisite: RSCH7868.

PSL8140 - Program Evaluation for Public Service Leadership (4)

Students in this course gain knowledge and skills in different types of program evaluation, including needs assessment, formative and summative research, process evaluation, and the design and use of logic model monitoring of outputs and outcomes. Students build and apply practical experience through the design of a conceptual framework and a logic model, as well as the development of indicators and an evaluation plan to measure impact.

Prerequisite: RSCH7868.

PSL9919 - Doctoral Comprehensive Examination (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Students write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, students are eligible to register for the first dissertation course. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements.

PSL9960 - Dissertation Courseroom (3)

This course provides students with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: PSL9919.

PSL9971 - Doctoral Capstone (3)

This course provides students with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Students apply scholarly research within a particular professional context to advance their knowledge in the practice of the profession and solve organizational, institutional, or community concerns. ***Special permission is required for registration. Grading for this course is S/NS. DPA students must register for this course a minimum of four times to fulfill their program requirements. DSW students must register for this course a minimum of three times to fulfill their program requirements. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

PSY - Psychology

PSY5002 - Foundations of Theory and Practice for Master's Psychology Students (5)

In this course, students acquire the ability to navigate the Capella courseroom and use the resources that support academic success, including the library and writing center. Students identify and practice the academic requirements (including APA style and formatting) necessary to successfully complete the Master's degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on master's-level psychology or counseling training. ***For MS in Psychology and MS in Clinical Psychology students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

PSY5006 - Foundations of Theory and Practice for Applied Behavior Analysis (5)

In this course, students acquire the ability to navigate the Capella courseroom and use the resources that support academic success, including the library and writing center. Students identify and practice the academic requirements (including APA style and formatting) necessary to successfully complete the master's degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on master's-level training in applied behavioral analysis. ***For MS in Applied Behavior Analysis students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

PSY5008 - Clinical Counseling: Professional Orientation, Ethics, and the Law (5)

Students gain an understanding of the professions of clinical counseling and health service psychology. Students develop their professional identity, examine the multiple roles of professional counselors and master’s-level health service psychology professionals in a variety of work settings, and analyze codes of

ethics and laws relevant to professional counseling and health service psychology. ***For MS in Clinical Psychology, Clinical Counseling students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

PSY5063 - Data Based Decision Making (5)

Students in this course critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research for school psychologists. Students develop and apply skills needed to become educated consumers and creators of research applicable to school psychology settings. Students also use their research design and statistics skills to analyze and apply research methodologies, validity, reliability, and other components of scientific research related to school psychology.

PSY5110 - Ethics and Individual Differences in Psychology (5)

Students analyze a range of human perspectives and factors and their influences on the ethical behavior of psychology professionals. Students evaluate and articulate such issues within the context of different settings and practice applying ethical reasoning principles and standards within their profession.

Prerequisite: PSY5002 or PSY5006 or PSY8002. Accelerated Master's Pathway, BS in Psychology/MS in Psychology option students must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 2.8 or better.

PSY5115 - Human Sexuality (5)

This course is an exploration of sexuality within the larger context of human experience and development. Current issues include sexual deviation, sexual inadequacy, treatment of sexual problems, trauma, sexuality, gender, and reproductive health care. Students examine scholarly literature related to the implications of these issues and research evidence-based interventions.

PSY5120 - Social Psychology (5)

This course provides an overview of how behavior is shaped and influenced within a social context. Within this framework, students analyze interpersonal relationships, social cognition, social inference, emotion, and personality. Students review and demonstrate their knowledge of the social psychology of decision making, attitude formation, and social attribution as they relate to contemporary issues. Students also apply social psychological theory and research to various clinical, educational, and organizational settings.

PSY5125 - Introduction to Sex Therapy (5)

Students in this course gain an understanding of common sexuality concerns including low sexual desire, sexual compulsivity, recovery from sexual abuse, and treatment of sex offenders. Students analyze strategies for sex therapy and demonstrate competence in cultural elements associated with sex therapy, taking a sex history, and assessment.

Prerequisite: PSY5115.

PSY5130 - Career Counseling Theory (5)

This course presents a survey of the history of career counseling, the development of career counseling theory, and the basic tenets of current vocational psychology. It covers theories of career development, the relationship between training and vocation, and the application of career counseling interventions in various settings and among different student populations. Students are encouraged to participate in experiential exercises and discussion topics that may include disclosing information that is personal.

PSY5135 - Issues and Trends in Addiction-Related Treatments (5)

This course presents current addiction research, clinical trends, and substantive field-related issues. Students use evidence-based practice and practice-based evidence to examine ways of identifying and defining substance-related problems and behaviors with addictive features and to explore pharmacologic and other emerging treatment approaches. Other course topics include managed care, mental health parity, Internet resources used in addiction training and treatment, and the changing role of the counselor in the addiction field.

PSY5140 - Program Evaluation (5)

This course provides an examination of the theories, techniques, methods, and processes of program evaluation. Students synthesize the knowledge and skills gained from prior coursework to design a program evaluation, plan its implementation, and communicate the results in appropriate and effective formats.

Prerequisite: RSCH7864.

PSY5201 - Integrative Project for Master's Degree in Psychology (5)

In this course, students demonstrate knowledge, scholarship, and research proficiency in their chosen psychology specialization. As they engage with a faculty mentor in the preparation of a five-chapter integrative project, students develop and demonstrate academic and professional competency in proposing new and original research, writing and applying for grants, adhering to ethical standards, addressing individual differences in psychology, and explaining psychology concepts. ***For MS in Psychology students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer.***

Prerequisite: All required and elective coursework.

PSY5260 - Philosophical Foundations of Behaviorism (5)

In this course, students gain an understanding of the basic foundations, philosophy, and concepts underlying the science of behavior analysis. Students discriminate between therapeutic approaches that are behavior-analytic and those that are not. Students acquire knowledge of the basic principles and analyze behavior and environmental events surrounding the occurrence of behavior. ***Cannot be fulfilled by transfer.***

PSY5280 - Advanced Concepts in Applied Behavior Analysis (5)

Students further examine the concepts underlying the science of behavior analysis. Students discern the different types of antecedents and consequences that effect behavior. Students practice speaking in the scientific terminology used in the science of behavior analysis. Students also gain a basic understanding of Skinner's analysis of verbal behavior. ***Cannot be fulfilled by transfer***

Prerequisite: PSY5260, completion of or concurrent registration in PSY7710.

PSY5300 - Fundamentals of the Experimental Analysis of Behavior (5)

In this course, students investigate the experimental analysis of behavior by analyzing seminal and innovative research. Students compare and contrast the experimental analysis of behavior with applied behavior analysis research and assess the unique and important contributions of each type of research. ***For MS in Applied Behavior Analysis students only. Cannot be fulfilled by transfer.***

Prerequisite: PSY7711.

PSY5330 - Organizational Behavior Management: Supervision and Management in Applied Behavior Analysis (5)

Students apply evidenced-based supervision practices to the supervision of behavior-analytic programs. Students develop skills in how to apply behavior change procedures. Students apply Skinner's analysis of verbal behavior to create behavior change programs to address verbal behavior. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY7712, completion of or concurrent registration in PSY7713.

PSY5410 - History and Systems of Psychology (5)

Students in this course explore the historical and contemporary schools of psychology and gain an understanding of what constitutes the profession of psychology and their chosen specialization. Students critique primary source material to develop an in-depth understanding of the evolution of various psychological theories and their implications for professional practice.

PSY5420 - Multicultural Perspectives in Human Behavior (5)

This course is an examination of substantive and theoretical issues concerning individual and

group differences and their influence on the practice of professional psychology. Students explore the needs and values of social subgroups, and approaches to providing psychological services to a wide variety of populations. Students also critically analyze the interactions of multiple dimensions of varied human functioning to better understand the ways in which individual differences contribute to professional psychological practice.

PSY5430 - Ethics and Standards of Professional Practice (5)

In this course, students critically analyze the ways the psychology profession relates to and is influenced by ethical principles and codes of conduct and the ways psychologists deliver various aspects of professional services, including psychotherapy, assessment, supervision, consulting, research, and teaching, in adherence to these principles and codes. Students evaluate the current APA Ethical Principles of Psychologists and Code of Conduct, and other relevant guidelines, policies, and laws that affect professional psychology practice, including those impacting the provision of services to special populations. Students also explore current ethical issues in professional psychology and identify effective methods for addressing ethical dilemmas. ***For PhD in Psychology, PsyD in Clinical Psychology, PsyD in School Psychology, and MS in Clinical Psychology students only. There is a residency requirement associated with this course for PsyD in Clinical Psychology students.***

PSY6000 - Foundations of Practice for School Psychology Students (5)

In this graduate-level course, students gain a comprehensive introduction to the field of school psychology aligned with National Association of School Psychologists standards. Students develop and apply skills in professional identity development, ethical and contextually responsive practice, and build an understanding of training experiences and licensure requirements of the field. Further, students acquire foundational knowledge and self-assessment skills that prepare them for advanced coursework, supervised training, and effective professional practice. ***For MS and EdS in School Psychology students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

PSY6005 - Child and Adolescent Counseling (4)

Graduate students gain the skills necessary to apply foundational models of brief psychological intervention to support the emotional and behavioral well-being of children and adolescents. With an emphasis on ethical practice, developmental sensitivity, and responsiveness to individual needs, students investigate evidence-based approaches including cognitive-behavioral therapy, solution-focused strategies, motivational interviewing, and mindfulness techniques. Students analyze ways to conceptualize and address both internalizing and externalizing concerns through targeted, goal-oriented interventions delivered within time-limited or resource-constrained service settings such as schools. Through case analysis and applied planning, students develop individualized strategies that reflect treatment goals, contextual realities, and professional responsibilities in working with youth populations. ***For MS, PsyD in School Psychology and MS, PsyD in Clinical Psychology students only.***

Prerequisite: PSY7212. Students who have taken PSY7233 and PSY-R6000 cannot take PSY6005.

PSY6010 - Human Prenatal Development (5)

Students in this course gain an overview of prenatal and postnatal development through the first three months of life. Students analyze genetic and reproductive technology and articulate its impact on families and society. Throughout the course, students demonstrate their knowledge of the stages of prenatal development (embryonic and fetal). Students investigate various prenatal illnesses and physical problems while considering the impact of access to and differences in prenatal care. In addition, students engage with research, theoretical, and ethical best practices related to promoting healthy newborn and infant development.

PSY6015 - Lifespan Development (5)

Students investigate stages of lifespan development from prenatal development through late adulthood. Students gain an understanding of development, considered from individual, familial, and systemic perspectives. Students apply developmental theories and research findings to understand human development and to identify and support interventions for developmental concerns.

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option students must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 2.8 or better.

PSY6020 - Advocacy in Child and Adolescent Development (5)

Students in this course critically evaluate and apply theory and research to child and adolescent development issues and current topics. Students analyze the impact of policy and legislation in areas such as education, health, mental health, the military, media, and the economy on child and adolescent developmental outcomes and advocate for issues related to policy and legislation that improve the lives of children and adolescents.

Prerequisite: PSY6030.

PSY6025 - Child Psychology (5)

Students gain and apply knowledge of the developmental stages of children from the prenatal period to adolescence. Students examine how children develop physically, emotionally, socially, and cognitively, and evaluate and articulate the influences of family, society, and culture on child and adolescent development. Students also assess children's evolving needs and apply theory and research to recommend appropriate responses to those needs.

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option students must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 2.8 or better.

PSY6030 - Adolescent Psychology (5)

In this course, students gain and apply knowledge of the developmental stages from early adolescence to emerging adulthood. Students evaluate and articulate the physical, psychosocial, emotional, sexual, moral, and cognitive changes associated with adolescent development and examine the ways in which adolescent development is influenced by family, society, and culture. Students also assess the evolving needs of adolescents and apply theory and research in order to recommend appropriate responses to those needs.

PSY6091 - Group Counseling (5)

In this course, students explore group counseling theories and techniques, the dynamics of group facilitation and development, and therapeutic movement within groups. Other course topics include the use of groups across the intervention spectrum (prevention to tertiary), various group-specific issues, and the integration of developmental theory within group counseling and co-facilitation. ***For MS in Clinical Psychology students only.***

Prerequisite: PSY-R6313.

PSY6092 - Counseling Skills and Procedures (5)

This course provides an introduction to the fundamental skills and core conditions associated with effective counseling practice, from development of the therapeutic alliance through termination. ***For MS in Clinical Psychology students only.***

PSY6095 - Theories of Counseling and Psychotherapy (5)

This course provides an overview of foundational counseling and psychotherapy theories and research-based practice. Throughout the course, students examine various schools of therapeutic intervention; their underlying theoretical assumptions; and their historical, social, and ethical context, with an emphasis on the application of current theory in a variety of clinical populations.

PSY6100 - Introduction to Educational Psychology (5)

Students in this course identify and describe the principles of learning, motivation, and assessment necessary to teach educational psychology. Throughout the course, students examine specific strategies used to enhance pedagogy, curriculum design and adaptation, and student performance.

PSY6110 - Learning Theories in Psychology (5)

Students analyze psychological and learning theories and their principles and concepts and identify how these apply to learning processes. Students present research designs and methodologies from current research studies and investigate the connection between theories and research processes. Additionally, students apply theories and research findings to case studies.

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option students must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 2.8 or better.

PSY6210 - Introduction to Psychopathology (5)

In this course, students examine the assessment, diagnosis, and treatment of various forms of psychopathology throughout the lifespan. Students review the etiology of psychopathology; examine theories and research of psychopathology; and explore current methods of psychological interviewing, assessment, diagnosis, and treatment. Students also discuss the politics of mental disorders, emerging diagnoses, and ethical and individual considerations associated with psychopathology.

PSY6311 - Autism Spectrum Disorder Diagnosis and Early Intervention (5)

In this course, students identify diagnostic criteria related to autism spectrum disorder (ASD). Students explore research, treatments, and assessments targeted for children diagnosed with ASD. Students develop an individualized ASD intervention plan, which incorporates collaboration, compassionate practices, and the specific diagnostic and environmental circumstances of the child. ***For MS in Applied Behavior Analysis and PhD in Behavior Analysis students only. Cannot be fulfilled by transfer.***

Prerequisite: PSY7711 or PSY8003.

PSY6313 - Lifespan Interventions and Autism Spectrum Disorder (5)

In this course, students assess a variety of strengths and challenges associated with autism spectrum disorder at different ages and stages of life. Students evaluate varied interventions associated with different times of life, including childhood, adolescence, adulthood, and geriatric. ***For MS in Applied Behavior Analysis and PhD in Behavior Analysis students only. Cannot be fulfilled by transfer.***

Prerequisite: PSY6311.

PSY6315 - Leadership and Consultation in Applied Behavior Analysis (5)

In this course, students advance their knowledge in the field of organizational behavior management. Students use systems analysis to evaluate organizational processes, investigate best-practice leadership and consultative approaches, and identify how to motivate others to use the science of behavior in organizational settings. ***For MS in Applied Behavior Analysis and PhD in Behavior Analysis students only. Cannot be fulfilled by transfer.***

Prerequisite: PSY7305.

PSY6319 - Behavior Analysts as Consultants (5)

In this course, students assess best practices for consulting in schools. Students evaluate school-based consultative approaches and the laws and regulations related to the implementation of applied behavior analysis in schools. Students investigate how to approach this consultation while maintaining compassionate and welcoming practices. ***For MS in Applied Behavior Analysis and PhD in Behavior Analysis students only. Cannot be fulfilled by transfer.***

Prerequisite: PSY7306.

PSY6391 - Master's Practicum 1 (5)

This is the first course in a sequence of two required courses during which students fulfill 600 required hours. Students receive supervised master's-level training in psychological testing, interviewing, assessment, intervention, consultation, and applied research in a setting chosen by the student. Students analyze psychological assessment using the current version of the DSM and investigate treatment

planning, case documentation, working with specific clinical populations, and their clinical strengths and limitations. ***Special permission is required for registration. For MS Clinical Psychology students only. Cannot be fulfilled by transfer.***

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)

The master's internship series is a series of courses students take to continue fulfilling the minimum of 600 on-site hours of clinical training required of students in the MS Clinical Counseling specialization. Students receive supervised, master's-level professional psychology training at an internship site and engage in concurrent online course activities that monitor their internship experience. Throughout the course, students engage in an in-depth examination of various psychological disorders, mental health concerns, and treatments and continue to strengthen their knowledge of recent research and practice literature, with particular emphasis on the current Diagnostic and Statistical Manual of Mental Disorders. ***Special permission is required for registration. For MS Clinical Counseling students only. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: PSY6391 with a cumulative GPA of 3.0 or better; approval of practicum and internship application. All application materials must be received by the first day of the quarter preceding the student's proposed start date. Refer to the current manual for additional requirements and further details.

PSY6505 - Principles of Family Psychology (5)

Students develop an understanding of family psychology focused on theory and research. Students examine the emotions, thoughts, and behaviors of individual family members and the structure and function of the family system. Students also study styles of family interaction, boundaries, and roles across the lifespan.

Prerequisite: PSY6015.

PSY6710 - Principles of Industrial/Organizational Psychology (5)

In this course, students identify and confirm theories and research of industrial/organizational psychology. Students examine the various psychological constructs affecting individuals, groups, teams, and organizations in the workplace and explore ethical principles as they relate to decision-making processes. Students also evaluate the differences between industrial and organizational psychology and explore various assessment methods, models, and interventions applicable across workplace settings.

PSY6720 - Psychology of Leadership (5)

Students gain a comprehensive review of leadership theories and factors, including leader development, leadership styles, and societal issues relevant to leadership in various settings. Students research and evaluate leadership principles and apply leadership theory to clinical, counseling, educational, organizational, and sports settings. Students examine case studies; investigate and evaluate the processes and best practices of leader development; analyze their own leadership strengths; and relate this knowledge to their professional practice.

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option students must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 2.8 or better.

PSY6730 - Consultation Psychology (5)

Students in this course evaluate current theories of psychological consultation and analyze the variety of roles and interventions that engage psychological consultants in an applied setting. Students examine psychological consultants' contributions to clinical, educational, industrial,

and organizational settings and demonstrate the competencies required to evaluate and conduct psychological consultative services through applied case work, practice, and self-appraisal. Other course topics include consultation ethics, models of consultation research, and the dynamics of the consultant-client relationship.

PSY6740 - Industrial/Organizational Psychology Practices in Personnel and Human Resource Management (5)

Students in this course analyze psychologically based methods, tools, and practices used in industrial/organizational psychology, including needs assessment, personnel selection, job analysis, performance management and appraisal, organizational functioning, motivation, training, and management, in the context of their application to human resource management. Students identify the underlying psychological theories, research, and approaches related to human resource management and synthesize these theories and research to develop evidence-based application grounded in science and scholarship. Throughout the course, students gain and demonstrate a working knowledge of organizational systems and culture.

PSY6810 - Principles of Sport Psychology (5)

Students apply psychological theories to explain and improve sport performance. Students evaluate the implications of new research for professional practice in sport psychology and explore the ways in which they can meet the unique needs of others through customized coaching strategies. Students examine personality, attention, anxiety, arousal and arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, and self-confidence.

Prerequisite: PSY6110. Accelerated Master's Pathway, BS in Psychology/MS in Psychology option students must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 2.8 or better.

PSY6820 - Performance Enhancement in Sports (5)

Students in this course examine the mechanisms athletes use to exceed their perceived physical and mental limitations. In addition, students apply performance enhancement theories and techniques to help clients improve athletic performance. Topics include strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation.

Prerequisite: PSY6810.

PSY6830 - Applied Sport Psychology (5)

Students acquire and demonstrate the knowledge, skills, and abilities needed to apply fundamental sport psychology concepts to their chosen profession. Students consider ethical issues, their personal approach to sport psychology practice, and ways to use research to inform their work. Students also examine the significance of working with various populations and expanding their areas of expertise.

Prerequisite: PSY6820.

PSY6840 - Current Issues in Sport Psychology (5)

In this course, students critically analyze the research, theories, and practices of sport psychology. Students examine current issues in sports and determine ways to ethically and professionally apply sport psychology practices to educate sports participants and to improve the performance of athletes.

Prerequisite: PSY6820.

PSY6910 - Psychology and the Law (5)

Students investigate the fundamental theoretical, empirical, and ethical bases of forensic psychology and prepares students for the advanced practical training covered in PSY6920 and PSY6930. Students develop forensic assessment methodology skills and study psychology's role in the judicial system, the differences between clinical and forensic psychological practice, and parameters of ethical practice in forensic psychology. Students also analyze the basic functions of forensic practice in civil, criminal, juvenile, and family law contexts and basic principles of testimony.

Prerequisite: PSY6210 or PSY8220.

PSY6920 - Techniques of Forensic Practice (5)

Students gain an understanding of the mechanics of forensic psychology practice, concentrating on

practical applications for skill-building in multiple areas relevant to the field. Students analyze various types of civil and criminal forensic evaluations, including fitness to stand trial, insanity defense, child custody, fitness to parent, mitigating defenses, and risk assessment. Students also evaluate malingering and develop an understanding of the guidelines for ethical practice.

Prerequisite: PSY6910.

PSY6930 - Current Issues and Trends in Forensic Practice (5)

Students analyze current forensic psychology issues and examine the appropriate and ethical application of scientific methods to civil and criminal psychological issues. Throughout the course, students build an understanding of expert testimony, legal decision making, criminal defenses, recidivism, juvenile crime, scientific jury selection, victimology, rehabilitation of criminal offenders, justice for underserved populations, and other selected areas of interest to the psychology and legal fields.

Prerequisite: PSY6910 and PSY6920.

PSY7013 - Treatment Planning and Report Writing (5)

Students build advanced skills in psychoeducational report writing, assessment interpretation, and treatment planning within a school psychology framework. Students synthesize assessment data into individualized, evidence-based interventions and develop reports that are legally compliant, ethically grounded, and accessible to a variety of audiences. Emphasis is placed on supporting multidisciplinary team decision-making through empirically informed recommendations and clear communication. Via synchronous sessions, students present and refine reports and treatment plans through peer review and team collaboration.

Prerequisite: PSY8235.

PSY7015 - Foundations of Doctoral Studies in Applied Psychology (4)

Students improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. Students identify the educational steps and requirements necessary to successfully completing the doctoral degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on doctoral-level psychology training. ***For PhD in Psychology students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

PSY7105 - Building a Doctoral Foundation: History, Theory, and Topics in Psychology (4)

Students explore historical and contemporary schools of thought such as behavioral, humanistic, and psychodynamic psychology. In particular, students begin the process of becoming independent researchers by developing a dissertation topic that is appropriate for their specialization and aligned with foundational theories within their chosen school of thought. Students will begin building a theoretical foundation to support their future dissertation research study. ***For PhD students in Psychology only. Cannot be fulfilled by transfer.***

Prerequisite: RSCH7020, RSCH7864, RSCH7868.

PSY7120 - School Psychology Practicum (4)

Students in this supervised practicum course complete 300 documented hours in a school-based setting during one academic quarter. Under a credentialed school psychologist's supervision, students engage in evidence-based practice across assessment, data-based decision making, intervention, and mental and behavioral health supports. Additionally, students collaborate with educators and families and reflect on services using ecologically aware, contextually responsive practice. ***For EdS in School Psychology students only. Special permission is required for registration. Grading for this course is S/NS. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: A cumulative GPA of 3.0 or better. PSY8150, PSY8235, PSY8335, PSY8337, PSY8338, PSY-V7003 or PSY7013, and PSY-R7004.

PSY7121 - School Psychology Internship (4)

Students in this supervised internship course complete 1,200 documented hours in a school-based setting during three academic quarters. Under a credentialed school psychologist's supervision, students engage in evidence-based practice across assessment, data-based decision making, intervention, and mental and behavioral health supports. Additionally, students collaborate with educators and families and reflect on services using ecologically aware, contextually responsive practice. ***For EdS in School Psychology students only. Special permission is required for registration. Grading for this course is S/NS. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: PSY7120.

PSY7212 - Childhood Mental Health, Counseling, and Crisis Intervention/Prevention (5)

Students analyze diagnostic criteria used by school psychologists for special education eligibility and determining the presence of mental health disorders, based on Federal law and the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). Students apply these criteria and evaluate the impact of various factors on childhood mental health and school functioning. Students also assess prevention methods and response to intervention techniques used to mitigate the effects of mental health disorders on school performance and identify evidence-based counseling techniques used by school psychologists.

PSY7233 - Psychological Assessments for School Psychologists 1 (5)

In this course, students develop the skills needed to correctly administer, score, and interpret norm-referenced intelligence tests (verbal and non-verbal) while simultaneously considering various diagnostic issues present within school populations and reflecting the established standards of educational and psychological testing. Students examine measurement and measurement tools, including instruments used to assess cognitive function and intelligence; synthesize norm-referenced assessments with observational assessments to develop recommendations for research-supported interventions; and create audience-appropriate psychological reports. ***For MS, EdS, and PsyD in School Psychology students only. Test kits are required and are available for loan at psytestkits@capella.edu.***

Prerequisite: PSY7610.

PSY7234 - Cognitive and Academic Assessment (5)

Students gain an understanding of standardized and ethical administration, scoring, and interpretation of norm-referenced cognitive assessments and academic achievement measures in school settings. They acquire knowledge of the use of cognitive and academic achievement assessments such as the latest version of the Woodcock Johnson (WJ). Students gain hands-on experience with administration, scoring, and interpreting data. Additionally, students develop skills necessary to identify disabilities, write integrated reports, and consider the importance of individual context in psychological testing. ***For MS, EdS, and PsyD in School Psychology learners only. Test kits are required and are available for loan at psytestkits@capella.edu. Cannot be fulfilled by transfer.***

Prerequisite: PSY7233 or PSY-R7231.

PSY7240 - Adult Psychology (5)

Students in this course analyze major contemporary theories and research on continuity and change from late adolescence through the end of life. Throughout the course, students apply models and approaches for delivering psychological services to adults in a variety of settings and contexts, including in the workplace, within family, and in social relationships, in order to help those adults negotiate life transitions and increase their psychological well-being and longevity.

PSY7305 - Organizational Behavior Management (5)

In this course, students describe the field of organizational behavior management and its relationship to the science of behavior analysis. Students synthesize research in the field of organizational behavior management. Throughout the course, students apply basic

assessment techniques and develop interventions commonly used in the field of organizational behavior management. ***For MS in Applied Behavior Analysis and PhD in Behavior Analysis students only. Cannot be fulfilled by transfer.***

Prerequisite: MS in Applied Behavior Analysis students must have completed PSY7711.

PSY7306 - Education and Teaching in Applied Behavior Analysis (5)

In this course, students evaluate the theories of behavior analysis and how they influence teaching and educational programs. Students synthesize research related to teaching skills in the field of behavior analysis, and explore how they will use principles from theory and research to inform their teaching. ***For MS in Applied Behavior Analysis and PhD in Behavior Analysis students only. Cannot be fulfilled by transfer.***

Prerequisite: MS in Applied Behavior Analysis students must have completed PSY7711.

PSY7310 - Biological Basis of Behavior (5)

This course is an introduction to physiological psychology and associated topics, including genetics, functional neuroanatomy, and physiology. Students develop and demonstrate an understanding of brain functioning; sensory systems; attention, memory, perception, and language mechanisms; and the effects of neurotransmitters on human behavior. Students also identify the relationship between brain functions and behavioral disorders and analyze current physiological psychology research and ethics.

PSY7320 - Advanced Biological Psychology (5)

Students in this course examine the biological factors related to psychopathology. The course emphasizes research problems and methods currently being explored in biological psychology. Topics include the role of genetic factors in psychopathology, the influence of physical and emotional trauma on brain function, biological considerations in treatment planning, addictive phenomena, and other clinically relevant subjects. ***Cannot be fulfilled by transfer.***

PSY7330 - Psychopharmacology (5)

Students in this course explore the behavioral and therapeutic effects of psychoactive drugs. Course topics include synaptic transmission, behavioral role of specific neuromodulatory systems, pharmacological treatment of mental and neurological disorders, addiction, and the various side effects of psychoactive drugs, and how these may interact with key characteristics such as age or general health. Drug effects on learning, creativity, memory, sleep, perception, and sexual functioning receive special attention. Students also examine the efficacy of treating patients with a combination of psychotherapy and psychotropic medications for a number of diagnosed mental disorders including depression, bipolar disorder, anxiety, obsessive compulsive behavior, schizophrenia, and childhood disorders.

PSY7331 - Principles of School Psychology (5)

This course is an examination of the history and practice of school psychology and its current and evolving trends. Students review the roles and functions of school psychologists, employment contexts, and professional evaluation and accountability. Students also explore the practice of school psychology from an international perspective and examine the laws and regulations guiding the future of the profession.

PSY7336 - Organization and Operation of the School (5)

Students in this course focus on mastering the general education, special education, and other educational and related skills school psychologists need to be effective in their schools. Students conduct a systems analysis of schools and other settings to determine how best to collaborate with individuals and groups in developing and maintaining policies and practices that foster effective, supportive, and safe learning environments.

PSY7421 - Cognitive/Affective Psychology (5)

Students in this course apply their knowledge of theoretical foundations and the basic principles and models of cognitive/affective psychology to mental processes, such as how individuals acquire, process, and store information; how they think, perceive, remember, and learn; and how they experience feelings, moods, and emotions.

Students also demonstrate the ways in which the integration of cognition and affect influence an individual's behavior.

PSY7422 - Motivation (5)

Students identify major motivation theories, principles, and research findings to understand the complexities in motivational processes. Students analyze theories and research findings to propose ways of improving motivational processes for oneself and for others in specific settings. Students also examine the role that beliefs, cognitions, emotions, and values play in achievement situations.

PSY7510 - Psychology of Personality (5)

This course is an examination of personality development from the perspective of several theoretical orientations: psychodynamic, humanistic/existential, dispositional, and learning theory. Students analyze and evaluate these theories and consider how factors such as development and society contribute to personality. This course also allows students to apply personality theory to their professional practice.

PSY7530 - Psychology of Group Dynamics (5)

This course provides a foundational understanding of group development, processes, and behaviors. Students evaluate current group psychology theory and research and identify the elements of effective groups to gain an understanding of the psychology of group dynamics. Topics include group formation and structure, power and influence, performance and decision making, leadership, followership, and conflict in group dynamics.

PSY7610 - Tests and Measurements (5)

Students investigate focuses on essential concepts, principles, applications, and social and theoretical issues of psychological testing. Students gain understanding in the construction of tests; analyze the development and use of tests in measuring aptitudes, achievement, attitudes, interests, and personality; and identify underlying theories of various tests. Students analyze the characteristics desired in psychological and educational tests, with particular emphasis on reliability and validity, and evaluate best practices and professional standards for educational and psychological testing. In addition, students assess the role of technology in delivery, administration, scoring, and interpretation of tests.

PSY7660 - Survey Construction and Administration (5)

Students in this course explore the conceptual and applied aspects of survey construction and administration processes. Course topics include comparative study designs (cross-sections versus panels); sampling techniques; data collection procedures and methods (face-to-face, telephone, paper, and Internet); survey question design that accurately measures behavior, attitude, and personality; data processing and analysis; results reporting; ethics of surveys; causal inference; and survey critiques.

Prerequisite: RSCH7864.

PSY7710 - Ethics in Applied Behavior Analysis (5)

In this course, students gain knowledge about the Professional and Ethical Compliance Code for Behavior Analysts. Students practice navigating ethical dilemmas commonly encountered in the practice of behavior analysis. Students gain perspective on how to weigh risks and benefits associated with the implementation of behavior change procedures. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent registration in PSY5260.

PSY7711 - Measurement and Research in Applied Behavior Analysis (5)

In this course, students gain knowledge on measurement, data display, and experimental methods commonly used in applied behavior analysis. Students distinguish the different types of measurement that may be used and determine the conditions under which certain types should be used. Students gain knowledge about single-subject design as well as different types of research methods used in behavior analysis. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY5260, PSY7710, completion of or concurrent registration in PSY5280.

PSY7712 - Behavior Analytic Assessments (5)

Students apply and gain knowledge of the full range of assessment-based approaches in behavior analysis. Students gain knowledge on how to assess client's preferences, needs, and skill strengths and deficits. Students practice conducting functional behavior assessments and analyzing results of these assessments to determine functions of behavior. ***PSY7713 must be taken the quarter immediately following PSY7712. Cannot be fulfilled by transfer.***

Prerequisite: PSY5280, completion of or concurrent registration in PSY7711.

PSY7713 - Behavior Analytic Interventions (5)

In this course, students apply techniques of behavior change to behaviors of social significance. Students gain knowledge on how to design behavior change systems given results of behavior assessments. Students also gain knowledge on how to design these systems to ensure continued maintenance and generalization of skills. ***PSY7713 must be taken the quarter immediately following PSY7712. Cannot be fulfilled by transfer.***

Prerequisite: PSY7711, PSY7712.

PSY7715 - Applied Behavior Analysis Capstone (5)

In this course, students demonstrate knowledge, scholarship, and research proficiency in applied behavior analysis. Students demonstrate their understanding of ethical and professional conduct and basic concepts and principles in behavior analysis. Students apply assessment techniques, implement behavior-analytic methods, and determine their effectiveness. Students demonstrate their ability to evaluate research findings by synthesizing research and drafting an experimental outline around a behavior analytic topic of their choice. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required coursework. MS in Applied Behavior Analysis students should have completed PSY5006; PSY5260; PSY5280; PSY5300; PSY5330; PSY6311 or PSY6313 or PSY6315 or PSY6319 or PSY7305 or PSY7306; PSY7710; PSY7711; PSY7712; PSY7713.

PSY7870 - Doctoral Research Design (4)

Students synthesize knowledge of quantitative research methodology and use it to develop a quantitative research design that may form the basis of their dissertation research project. Students compare their quantitative research design to a previously developed qualitative design on a similar topic and identify and justify the methodology most appropriate for investigating their research topic. ***For PsyD and PhD in Psychology students only. Cannot be fulfilled by transfer.***

Prerequisite: RSCH-V8925.

PSY8001 - Orientation to Professional Psychology (5)

In this course, students improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. Students identify the educational steps necessary for successfully completing the doctoral degree program; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on doctoral-level psychology training. ***For PsyD in Clinical Psychology and PsyD in School Psychology students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

PSY8003 - Foundations of Theory and Practice for Behavior Analysis (5)

In this course, students improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. Students identify the educational steps and requirements necessary for successfully completing their doctoral degree program; review their program's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on doctoral-level behavior analysis training. ***For PhD in Behavior Analysis students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

PSY8100 - Principles of Educational Psychology (5)

This course is an examination of current issues, theories, models, and research design methods in the educational psychology field. Throughout the course, students evaluate principles of learning, motivation, and assessment design strategies used to create curriculum that is designed to enhance pedagogy, adaptation, and student performance.

PSY8110 - The Teaching of Psychology (5)

Students analyze the psychological basis of post-secondary instruction in psychology and other social sciences through the application of psychological and learning theories and research findings. Students examine post-secondary education in face-to-face and online environments, including use of technology in education for students 18 years and older, and consider the differences for adult students over the age of 25. Throughout the course, students gain an understanding of effective teaching and assessment strategies and classroom management practices. Students identify how adaptable teaching practices and instructional decision-making impact learning. Students also reflect on their professional skills and self-efficacy in teaching a wide variety of populations.

PSY8130 - Adult Student in the Classroom (5)

This course is a critical appraisal of the theories, research, and fundamental tenets associated with the education of adult students. In particular, students examine adult learning theories associated with cognition, intelligence, and motivation; the influences of technology, culture, community, and society on adult students; effective instructional and assessment methodologies appropriate for adult students in traditional, distance, and hybrid environments; and strategies for effectively communicating and building positive professional relationships with adult students.

PSY8150 - Exceptional Children in the Classroom (5)

In this course, students examine different disabling conditions in children and adolescents and study their theoretical perspectives, characteristics, etiology, assessment, and remediation. Students also explore recent trends in the field, research-based interventions, and the predominant special education law that impacts the practice of school psychology.

Prerequisite: PSY8338.

PSY8170 - Principles of Instructional Design (5)

Students in this course gain an understanding of core instructional design concepts by applying research-based learning science to effective instructional design in multiple learning contexts. Students explore the intersection of instructional design and learning theory and assess the effectiveness of the instructional design process to achieve learning outcomes. Students also make curriculum decisions that incorporate fundamental elements of instructional design across a spectrum of educational environments.

PSY8220 - Advanced Psychopathology (5)

In this course, students examine theory and research associated with major psychological disorders, from the most common diagnostic concerns to dual diagnoses, comorbidity, and psycho-medical issues. Students examine the concepts of psychopathology throughout the lifespan, then transition from studying DSM-5 concepts and terminology to evaluating clinical assessment and treatment situations. In particular, students familiarize themselves with ways to apply theoretical concepts in a professional clinical setting while displaying sensitivity to ethical and societal issues. Other course topics include the issues of empirically validated versus evidence-based practice, the interaction of social and biological factors in etiology and treatment, and the interaction between complex Axis I and II disorders. ***For PsyD students only.***

PSY8221 - Practice Readiness Examination (2)

This evaluation course marks the progression from pre-practicum training to practicum readiness and includes the Clinical Skills

Demonstration and Clinical Knowledge Assessment examinations. By passing both parts of this set of evaluations, students demonstrate the skills, knowledge, and attitudes necessary for beginning practicum training. ***This course is associated with PSY-R8215. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: PSY-R8209 and concurrent registration in PSY-R8215.

PSY8230 - Psychological Testing (5)

Students in this course apply theories and models of psychological testing to assessment of intelligence, achievement, and adaptive functioning. Students use clinical interviews and mental status exams; administer, score, and interpret tests of intelligence, achievement, and adaptive functioning; and develop integrated assessment reports. Students also examine issues of societal differences and ethics in intelligence, achievement, and adaptive functioning assessment. ***Test kits are required and are available for loan at psytestkits@capella.edu. There is a residency requirement associated with this course for PsyD Clinical Psychology students.***

Prerequisite: PSY7610.

PSY8235 - Social, Emotional and Behavioral Assessment (5)

Students in this course demonstrate mastery of the diagnostic skills needed to assess the social-emotional functioning and personality of school-age children. Students conduct clinical interviews and behavioral observations; assess data from teachers, students, and parents; score and interpret assessment results into synthesized, written intervention recommendations and psychological reports; and self-report behavior rating scales and objective and projective techniques. ***For MS, EdS, and PsyD in School Psychology students only. Test kits are required and are available for loan at psytestkits@capella.edu. Cannot be fulfilled by transfer.***

PSY8251 - Neuropsychological Assessment (5)

Students analyze current theories, research, and methods used in the neuropsychological assessment of various mental disorders in adults, children, and adolescents. Students review various neuropsychological screening and assessment instruments, clinical interviewing methods, and neuropsychological test batteries that are commonly used in the evaluation and assessment of neuropsychological disorders. Students are introduced to functional neuroanatomy and neurophysiology, as well as to common syndromes and disease processes that can impair the human brain and central nervous system functioning. In addition, students investigate the role of emotional functioning and effort within the context of the overall neuropsychological assessment process and gain an understanding of how to write a neuropsychological report. ***For PsyD students only. Cannot be fulfilled by transfer.***

Prerequisite: PSY-R8206.

PSY8301 - Single-Subject Research Design Methods (5)

In this course, students expand their foundational knowledge about the basic methods of research used in single-subject research. Students describe the different methodologies within, as well as the strengths and limitations of, single-subject research. Students expand on their skills in visual analysis to determine research findings. ***For PhD in Behavior Analysis students only. Cannot be fulfilled by transfer.***

PSY8302 - Behaviorism (5)

Students in this course examine the basic theories and misconceptions of behaviorism and principles of behavior analysis. Throughout the course, students evaluate the conceptual foundations of the science of behavior and how those concepts relate to clinical applications. ***For PhD in Behavior Analysis students only. Cannot be fulfilled by transfer.***

PSY8303 - Experimental Analysis of Behavior (5)

In this course, students investigate the history of, and synthesize the research in, the experimental analysis of behavior. Students investigate the importance of the link between experimental analysis of behavior and the application of the science. ***For PhD in Behavior Analysis students only. Cannot be fulfilled by transfer.***

PSY8304 - Analysis of Verbal Behavior (5)

Students in this course expand their knowledge of Skinner's analysis of verbal behavior, and examine the verbal operants involved. Students investigate the importance of the analysis of verbal behavior and the implications in the practice of behavior analysis. ***For PhD in Behavior Analysis students only. Cannot be fulfilled by transfer.***

Prerequisite: PSY7306.

PSY8307 - Advanced Single-Subject Research Design for Behavior Analysis (5)

In this course, students develop advanced skills in the design and analysis of single-subject research. Students evaluate the use of single-subject design in existing research according to criteria related to design logic; internal, external, and social validity; and evidence-based practice. Students develop well-controlled single-subject analyses for a variety of potential research questions, exploring each specific single-subject design in depth and in combination to develop advanced research proposals in preparation for their dissertations. ***For PhD in Behavior Analysis students only.***

Prerequisite: PSY7305, PSY7306, PSY8304, RSCH-V8925.

PSY8316 - Evidence-Based Practice in Psychology (5)

In this course, students examine historical issues and controversies surrounding the development of evidence-based practice in psychology. Students locate and critically evaluate research defining evidence-based practices, including review of best available research, clinical expertise, and patient preferences and values to identify and adopt effective psychological treatments and are introduced to various research designs and methods in psychotherapy research. Students then explore the ways in which these strategies are incorporated in case conceptualization, treatment planning, and ongoing assessment. Students also study ethical, legal, and financial issues associated with evidence-based practice. Other course topics include individual differences, special populations, and socially sensitive psychotherapies. ***There is a residency requirement associated with this course for PsyD in Clinical Psychology students.***

PSY8332 - Advanced Methods in School Psychology (5)

Students explore the multitude of ways in which school psychologists work with teachers, students, and families. Throughout the course, students analyze the role of school psychologists in enhancing school-family partnerships and examine state and federal laws governing school psychology practice, including the Individuals with Disabilities Education Act (IDEA). Students identify the criteria established by IDEA for how to appropriately diagnose, classify, and develop effective programming for students with disabilities; analyze the 13 disability categories identified by IDEA; and discuss the classification of students presented for diagnosis. ***For PsyD in School Psychology and Specialist Certificate in School Psychology students only.***

PSY8335 - Consultation and Collaboration in the School (5)

In this 5-credit graduate level course, students gain a comprehensive overview of consultation theory, research, and practice in school psychology and educational settings. Students investigate varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, emphasizing effective communication and teamwork across educational settings. Students develop evidence-based skills that support systematic, data-driven decision making and problem solving. Through readings, discussions, and case studies, students apply theory to practice, design collaborative interventions, and promote positive educational and behavioral outcomes. ***For EdS in School Psychology and PsyD in School Psychology students only.***

PSY8337 - Legal and Ethical Issues in the School (5)

Students apply professional codes of conduct to the practice of school psychology. Students analyze federal laws governing school psychology practice and examine legal and ethical considerations of psycho-educational assessments, school-related interventions, and testing. Students gain an understanding of

privacy, confidentiality, informed consent, duty to inform, and record keeping.

PSY8338 - Child and Adolescent Development for School Psychologists (5)

Students investigate the development of children and adolescents from infancy through adolescence. Students apply a developmental framework to the process of designing, evaluating, and monitoring interventions to address complex school needs and apply information about developmental skills to evidence-based school- and district-level interventions. In addition, students analyze the impact of multiple complex and challenging family issues on student development and apply an understanding of student needs along a developmental continuum.

PSY8348 - Motivation and Learning (5)

In this course, students advance their knowledge of all aspects of respondent and operant conditioning, including schedules of reinforcement, types of reinforcers, and motivating factors. Students investigate basic and applied research across these areas and synthesize this knowledge in the context of new research development. ***For PhD in Behavior Analysis students only.***

PSY8352 - Compassionate and Multicultural Applied Behavior Analysis (5)

In this course, students deepen their understanding of ethical principles related to compassion, bias, acceptance, and trauma. Students investigate research and practice recommendations for implementing behavior analysis practices with clients and families, organizations, colleagues, students, trainees, supervisees, and others.

PSY8354 - Relational Frame Theory and Acceptance and Commitment Therapy (5)

In this course, students distinguish the basic concepts and explore research in the areas of verbal behavior, rule-governed behavior, language development, emergent responding, arbitrarily applicable derived relational responding and relational frame theory (RFT). Students also evaluate and apply techniques used in Acceptance and Commitment Therapy (ACT) for a wide range of human behaviors. Students analyze the conceptual and empirical contributions of behavior analytic principles, including RFT, to the development and practice of ACT. ***For PhD in Behavior Analysis students only.***

PSY8358 - Higher Education Teaching Methods (5)

In this course, students advance their knowledge of behavior-analytic teaching systems used in teaching behavior analytic concepts. Students develop and use a system to teach others an advanced concept in the field. ***For PhD in Behavior Analysis students only.***

Prerequisite: PSY7306.

PSY8371 - Strategies of Clinical Supervision and Consultation (5)

This course provides an overview of the theories, functions, and methods of clinical supervision, consultation, and advocacy. In particular, students examine various styles of supervision, consultation, and advocacy; supervisory, consultative, and advocacy relationships; contractual issues; and ethical and legal issues associated with providing these services. Students also review supervision, consultation, and advocacy research; apply their findings to relevant service delivery topics; and develop their own theories and approaches to clinical supervision. ***For PsyD in Clinical Psychology and PsyD in School Psychology students only.***

PSY8375 - Professional Development and Supervision of School Psychologists (5)

In this course, students develop the professional development and supervision skills needed to successfully supervise other school psychologists. Students evaluate models of supervision and consultation, learn how to assess supervisees' practice to ensure it falls within the profession's ethical and legal standards, identify supervisees' awareness of individual issues and promote the need to engage in competent practice, develop a method to observe and evaluate supervisees, and promote ongoing professional development for supervisees to improve and update their skills. ***Cannot be fulfilled by transfer.***

PSY8501 - Advanced Research Methods and Statistics for Professional Psychology (5)

In this course, students expand their knowledge of quantitative research design and methodology by studying the foundations, strategies, and practices of ethical research in the field of professional psychology. Students engage in scholarly critical analysis and synthesis of current quantitative research and construct their own informal quantitative research proposal. Students apply advanced statistical concepts and interpretation of statistical analyses to the evaluation and design of quantitative research and exchange critical, constructive project feedback with their peers. Research designs developed during this course may form the basis for the students dissertation or School Psychology specialty topic proposal. ***For PsyD students only.***

PSY8502 - Advanced Research Design and Methodology for Professional Psychology (5)

In this course, students continue to acquire the knowledge and skills necessary to integrate science and theory into the practice of professional psychology through the study of advanced qualitative research methods, applied theory research, and program development and evaluation. Students critically analyze a variety of theories, tools, and techniques used in qualitative research, leading to the development of an informal qualitative research proposal. In particular, students examine the design and development of clinical programs and interventions, with particular emphasis on community needs assessments, program design models, and program evaluation. Students also practice applying a logic model to program design and evaluation and propose theoretical applications in the evidence-based practice of psychology. Research designs developed during both this course and PSY8501 may form the basis for the student's dissertation. ***For PsyD in Clinical Psychology students only.***

Prerequisite: PSY8501.

PSY8610 - Principles of Health Psychology (5)

Students in this course examine behavioral and biomedical theory and research in order to gain an understanding of the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Students evaluate research design and the role of research in health psychology and consider the effect of the patient-physician relationship, the importance of interprofessional work, and theories that predict health behaviors. In particular, students define and explore adherence and psychoneuroimmunology, examine behavior related to the diseases of cancer and hypertension, assess treatment recommendations, and identify coping strategies for the patient and family. In addition, students investigate prevention and wellness in the contexts of intentional and unintentional injuries and discuss health, life expectancy, and quality of life.

PSY8721 - Introduction to Business Practices for Psychologists (5)

Students identify business practices for starting, operating, and maintaining a viable consulting business. Students develop an understanding of the knowledge and skills for consulting, including preparing for a consulting career, starting and promoting a consulting business, maintaining the business, and learning how to actualize personal values and ethical acumen in their daily work. Finally, students also acquire the consulting competencies of branding, marketing, and selling, as well as building and maintaining client relationships.

PSY8755 - Ethical and Legal Principles of Industrial/Organizational Psychology (5)

Students assess ethical and legal responsibilities in the workplace. Students analyze ethical dilemmas, apply relevant legal standards, and evaluate ways professionals integrate and utilize these standards to resolve workplace issues. Students build on their foundational work through the development and application of legally sound solutions that are grounded in science and scholarship to these workplace issues.

PSY8761 - Work Analysis and Selection (5)

This course is a comprehensive review of the major concepts, issues, and practices involved with work analysis and personnel selection. Students gain and apply knowledge of work analysis methods, legal issues in selection,

considerations in evaluating the appropriate use of assessments in selection processes, and strategies for selection decision making. Students engage in hands-on activities to apply critical work analysis and selection principles.

Prerequisite: PSY6710, PSY7610, RSCH7864.

PSY8765 - Testing and Assessment in Workplace Psychology (5)

Students review relevant theories and research methods of workplace psychology, coaching, and consultation assessment. Students analyze the assessment process, identify assessment tools and their applications, and examine ways to evaluate and deliver assessment feedback. Topics include individual, group, and organizational assessment; psychometric testing; quantitative/qualitative principles and research methods; and ethical and social issues associated with assessment.

Prerequisite: PSY7610.

PSY8768 - Theory and Practice of Psychological Coaching (5)

Students in this course study the psychological underpinnings, theoretical framework, and foundational elements of evidence-based coaching. Students explore the stages of the coaching relationship and determine an effective coaching framework to apply in different contexts, including positive psychology and Gestalt perspectives. Students also identify ethical and social issues related to evidence-based coaching.

Prerequisite: PSY7610.

PSY8770 - Psychology of Motivation and Performance (5)

In this course, students explore various psychological theories, concepts, and principles of motivation. Students evaluate the factors of motivation that influence personal and professional performance, success, and satisfaction. Students also synthesize research in order to identify, assess, and integrate motivational strategies and apply models of performance enhancement.

PSY8950 - Clinical Psychology Doctoral Practicum (4)

The doctoral practicum is a repeating course students take to fulfill 1,000 required practicum hours. Students work with their mentors and the director of clinical training to develop goals for the practicum experience that may include assessment, intervention, consultation, diagnosis, case conceptualization, research and evaluation, supervision, teaching, management, and administration. Students then receive supervised, doctoral-level training at a practicum site and engage in concurrent online course activities that emphasize self-awareness, self-reflection, and self-evaluation; knowledge and application of evidence-based practice; competence to practice across populations; and ethical and legal professional psychology standards. Work completed during this course will lead to the students Clinical Competency Examination. ***For PsyD in Clinical Psychology students only. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: Successful completion of the Year-in-Residence and the Practice Readiness Examination.

PSY8951 - Doctoral Practicum Series (5)

The doctoral practicum series is a series of courses students take to fulfill 1,000 required practicum hours. Students work with their mentors and the director of clinical training to develop goals for the practicum experience that may include assessment, intervention, consultation, diagnosis, case conceptualization, research and evaluation, supervision, teaching, management, and administration. Students then receive supervised, doctoral-level training at a practicum site and engage in concurrent online course activities that emphasize self-awareness, self-reflection, and self-evaluation; knowledge and application of evidence-based practice; competence to practice across populations; and ethical and legal professional psychology standards. Work completed during this course will lead to the student's Clinical Competency Examination. ***For PsyD Clinical Psychology students only. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: PSY5410, PSY5420, PSY5430, PSY6015, PSY8150, PSY8220, PSY8240, PSY8316, 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.

PSY8961 - School Psychology PsyD Practicum 2 (5)

The School Psychology Practicum for PsyD students is the first clinical training experience in their program of studies. Students complete 400 hours of service in the schools, working 20 hours per week for two 10-week quarters. Students receive one hour of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before students are allowed to begin on-site services. During practicum, students engage in many school psychologist roles, including conducting assessments (standardized, norm-referenced, curriculum based, and functional behavioral); assisting in the development, implementation, monitoring, and evaluation of interventions designed to address concerns with academics, mental health, and behavioral/social skills; participating in the school's data-based decision making process through collaboration and consultation; and write reports related to cases. School psychology practicum students engage in services related to the NASP standards and CAEP expectations. Students complete practicum ready to engage in internship, which is the next phase of training. ***PsyD in School Psychology students who have previously completed a master's- or specialist-level practicum and internship course in School Psychology are not required to register for this course. All courses and residencies must be completed prior to enrollment for clinical training. Students should anticipate meeting all course requirements in two quarters of practicum. If there are any outstanding requirements in either artifacts or service delivery hours, students will be required to enroll in a third quarter of internship to ensure completion of course requirements. Cannot be fulfilled by transfer.***

Prerequisite: PSY8960.

PSY8962 - School Psychology PsyD Internship 1 (5)

The School Psychology Internship for PsyD students is the final clinical training experience in their specialization. Students in internship complete 1500 hours of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Students in internship work 40 hours per week for each 10-week quarter of training. Students are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be approved by the university through the application process before students are allowed to begin on-site services. Each week, students receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by NASP and CAEP standards. Students exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families, and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, students are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students.

Prerequisite: PsyD in School Psychology students 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)

The School Psychology Internship for PsyD students is the final clinical training experience in their specialization. Students in internship complete 1500 hours of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Students in internship work 40 hours per week for each 10-week quarter of training. Students are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be approved by the university through the application process before students are allowed to begin on-site services. Each week, students receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by NASP and CAEP standards. Students exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, students are ready to engage in independent practice as a leader in system designed to meet the psycho-educational needs of students.

Prerequisite: PSY8962.

PSY8964 - School Psychology PsyD Internship 3 (5)

The School Psychology Internship for PsyD students is the final clinical training experience in their specialization. Students in internship complete 1500 hours of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Students in internship work 40 hours per week for each 10-week quarter of training. Students are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be approved by the university through the application process before students are allowed to begin on-site services. Each week, students receive two hours of individual, face-to-face supervision from their on-site supervisors, and during internship engage in face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by standards. Students exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, students are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY8963.

PSY8965 - School Psychology PsyD Internship 4 (5)

The School Psychology Internship for PsyD students is the final clinical training experience in their specialization. Students in internship complete 1500 hours of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Students are also granted the option of working between quarters if the site and

supervisor are available. Supervisors and sites must be approved by the university through the application process before students are allowed to begin on-site services. Each week, students receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by NASP and CAEP standards. Students exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, students are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY8964.

PSY8966 - School Psychology PsyD Internship 5 (5)

This course is a continuation in the series of the final clinical training experience for the PsyD in School Psychology program. This course is required for students who are unable to fully complete and satisfy the required 1500 total hours of internship during the PSY8962-8965 course series. Throughout internship, students exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psycho-educational reports integrating various forms of data collected from many sources such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families, and community members; and actively lead the school system's data-based decision making process. Upon successful completion, students are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. Students must complete a total of 1500 hours of service over their internship. Of this total, at least 750 hours must be completed within a school setting and the remaining 750 hours may be completed in a setting other than a school system with department approval. Supervisors and sites must be approved by the university. Any hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Each week, students receive two hours of individual, face-to-face supervision from their on-site supervisors and participate in both direct and indirect services as prescribed by NASP and CAEP standards.

Prerequisite: PSY8965.

PSY8967 - School Psychology PsyD Internship 6 (5)

This course is a continuation in the series of the final clinical training experience for the PsyD in School Psychology program. This course is required for students who are unable to fully complete and satisfy the required 1500 total hours of internship during the PSY8962-8966 course series. Throughout internship, students exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psycho-educational reports integrating various forms of data collected from many sources such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families, and community members; and actively lead the school system's data-based decision making process. Upon successful completion, students are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. Students must complete a total of 1500 hours of service over their internship. Of this total, at least 750 hours must be completed within a school setting and the remaining 750 hours may be completed in a setting other than a school system with department approval. Supervisors and sites must be approved by the university. Any hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Each week, students receive two hours of individual, face-to-face supervision from their on-site supervisors and

participate in both direct and indirect services as prescribed by NASP and CAEP standards.

Prerequisite: PSY8966.

PSY8968 - School Psychology PsyD Practicum 3 (5)

The School Psychology Practicum for PsyD students is the first clinical training experience in their program of studies. Students complete 400 hours of service in the schools, working 20 hours per week for two 10-week quarters. Students receive one hour of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before students are allowed to begin on-site services. During practicum, students engage in many school psychologist roles, including conducting assessments (standardized, norm-referenced, curriculum based, and functional behavioral); assisting in the development, implementation, monitoring, and evaluation of interventions designed to address concerns with academics, mental health, and behavioral/social skills; participating in the school's data based decision making process through collaboration and consultation; and writing reports related to cases. School Psychology practicum students engage in services related to the NASP standards, and CAEP expectations. ***PsyD in School Psychology students who have previously completed a master's- or specialist-level practicum and internship course in School Psychology are not required to register for this course. All courses and residencies must be completed prior to enrollment for clinical training. Students should anticipate meeting all course requirements in two quarters of practicum. If there are any outstanding requirements in either artifacts or service delivery hours, students will be required to enroll in a third quarter of internship to ensure completion of course requirements. Cannot be fulfilled by transfer.***

Prerequisite: PSY8961.

PSY8971 - Doctoral Internship Series (5)

The doctoral internship series is a series of courses students take to fulfill a minimum of 2,000 required post-practicum internship hours. Students receive supervised, doctoral-level professional psychology training at an internship site and engage in concurrent online course activities that monitor their internship experience; emphasize self-awareness, self-reflection, and self-evaluation; support knowledge and application of evidence-based practice; develop competence to practice with different populations; and emphasize ethical and legal professional psychology standards. ***For PsyD in Clinical Psychology students only. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all doctoral practicum requirements. approval of internship application. Refer to the current manual for additional requirements and further details.

PSY8991 - Selected Topics in Psychology (1)

Students synthesize and integrate psychological theories and concepts with another course or discipline of the student's choosing. Students use coursework completed outside their chosen psychology discipline to develop projects that demonstrate the relevance of the selected topics to their specialization. Students demonstrate how integrating theories from both disciplines can be used to solve practical problems. ***Special permission is required for registration. May be repeated for credit.***

PSY9060 - School Psychology PsyD Practicum (4)

School Psychology Practicum for PsyD students is the first clinical training experience in their program of study. Students complete 400 hours of service in the schools, working 20 hours per week for two 10-week quarters. Students receive one hour of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before students are allowed to begin on-site services. During practicum, students engage in many school psychologist roles, including conducting assessments (standardized, norm-referenced, curriculum based, and functional behavioral); assisting in the development, implementation, monitoring, and evaluation of interventions designed to address concerns with academics, mental health, and behavioral/social skills; participating in the school's data-based decision making process through collaboration and consultation; and writing reports related to cases. School Psychology practicum students engage in

services related to the National Association of School Psychologists (NASP) standards and Council for the Accreditation of Educator Preparation (CAEP) expectations. ***PsyD in School Psychology students who have previously completed a master's- or specialist-level practicum and internship course in School Psychology are not required to register for this course. All courses and residencies must be completed prior to enrollment for clinical training. Students should anticipate meeting all course requirements in two quarters of practicum. If there are any outstanding requirements in either artifacts or service delivery hours, students will be required to enroll in a third quarter of practicum to ensure completion of course requirements. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required coursework.

PSY9065 - School Psychology PsyD Internship (4)

The School Psychology Internship for PsyD students is the final clinical training experience in their program of study. Students complete 1500 hours of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Students work 40 hours per week for each 10-week quarter of training. Students are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be approved by the university through the application process before students are allowed to begin on-site services. Each week, students receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by National Association of School Psychologists (NASP) and Council for the Accreditation of Educator Preparation (CAEP) standards. Students exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psycho-educational reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families, and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, students are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. ***May be repeated for credit.***

Prerequisite: PsyD in School Psychology students 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)

Students develop the research topic for their dissertation and propose their theoretical framework and research methodology for their identified research problem. Students engage in the Institutional Review Board (IRB) ethics approval process to establish the ethical considerations and requirements for their research. ***For PsyD in Clinical Psychology students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses. Fulfillment of all residency requirements.

PSY9919 - Doctoral Comprehensive Examination (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes and students write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, students are eligible to register for the first dissertation course. ***For PhD in Behavior Analysis and PhD in***

Psychology students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements.

PSY9960 - Dissertation Courseroom (3)

This course provides students with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework.

PSY9962 - Clinical Psychology Doctoral Internship (3)

The doctoral internship is a repeating course students take to fulfill a minimum of 2,000 required post-practicum internship hours. Students receive supervised, doctoral-level professional psychology training at an internship site and engage in concurrent online course activities that monitor their internship experience; emphasize self-awareness, self-reflection, and self-evaluation; support knowledge and application of evidence-based practice; develop competence to practice with different populations; and emphasize ethical and legal professional psychology standards. ***For PsyD in Clinical Psychology students only. May be repeated for credit. Cannot be fulfilled by transfer.***

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 Student Comprehensive Examination (5)

This course includes an overview of the comprehensive examination process, including the university's expectations of academic honesty and integrity, and provides PsyD in School Psychology students with the opportunity to work with a mentor to develop an applied research specialty topic paper that integrates content across all ten National Association of School Psychologists (NASP) practice domains. ***For PsyD in School Psychology students only. Grading for this course is S/NS.***

Prerequisite: PSY5420, PSY7212, PSY7233 or PSY-R7231, PSY7234, PSY7421, PSY-V7003 or PSY7013, PSY7610, PSY8230 or PSY8150, PSY8235, PSY8332, PSY8335, PSY8337, PSY8338, PSY8375, PSY8501.

PSY9970 - Doctoral School Psychology Integrative Project (5)

The School Psychology Integrative Project is the final requirement for the PsyD in School Psychology. Students identify the expectations of regulators in the field, in particular the National Association of School Psychologists (NASP), and students integrate their knowledge of interventions, supervision skills, assessment information interpretation, and problem solving. Throughout the course, students complete three major projects in which they connect focus topics from their program: the development of a professional portfolio aligned with the NASP domains, a supervision plan for school psychologists in a school district, and a case study requiring several interventions. Course activities provide students with opportunities to display a variety of skills essential for professional practice at the doctoral level. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required coursework, with the exception of PSY8960, PSY8961, PSY8962, PSY8963, PSY8964, and PSY8965. Fulfillment of all residency requirements.

PSY-R - Psychology

PSY-R6230 - Introduction to Psychological Testing (5)

This course includes both an online courseroom and a face-to-face residency experience. Students engage in preparatory online courseroom activities to prepare themselves for the residency experience, during which they focus on the common psychological instruments (e.g.,

psychological tests, checklists, and rating scales) used to assess intelligence, achievement, vocational interests, adaptive and neuropsychological functioning, addiction, and personality traits, and their uses in professional practice. Students then engage in a face-to-face residency experience that guides them as they study psychological testing instruments appropriate for their level of training and examine effective methods for making referrals to licensed psychologists. Ethical and individual considerations of testing are embedded throughout the course. ***For MS in Clinical Psychology students only. Test kits are required and are available for loan at psytestkits@capella.edu. Cannot be fulfilled by transfer.***

Prerequisite: PSY7610, PSY-R6313.

PSY-R6313 - Clinical Interventions (5)

This course includes both an online courseroom and a face-to-face residency experience. Students engage in preparatory online courseroom activities to prepare themselves for the residency experience, during which they explore and practice foundational counseling skills, including establishing the therapeutic alliance, conducting clinical interviews, applying psychotherapeutic techniques, and providing feedback. Students then engage in a face-to-face residency experience that guides them as they study key professional competencies such as psychological assessment, multicultural responsiveness and principles, and ethics in clinical work. ***For MS in Clinical Psychology students only.***

Prerequisite: PSY6090 or PSY6095 or PSY6310.

PSY-R7004 - Professional Readiness in School Psychology (3)

Students apply the best practices of school psychology during an in-person residency, receiving structured feedback to support their development and readiness for practicum. In the accompanying online courseroom, students demonstrate mastery of the NASP Practice Model by completing the School Psychology Comprehensive Examination, designed to mirror the national licensure exam. ***For EdS and PsyD in School Psychology students only. Cannot be fulfilled by transfer.***

Prerequisite: PSY8235, PSY8335, PSY8337, PSY7013.

PSY-R7231 - Cognitive and Adaptive Assessment with Residency (5)

Students gain hands-on experience in the standardized and ethical administration, scoring, and interpretation of norm-referenced cognitive and adaptive behavior
assessments used in school settings. Students work with commonly used psychological assessments, including the latest versions of the Wechsler Intelligence Scale for Children (WISC), the Woodcock-Johnson (WJ), and the Adaptive Behavior Assessment System (ABAS) and apply assessment data to identify disabilities and support educational planning. ***For MS, EdS, and PsyD in School Psychology students only. Test kits are required and are available for loan at psytestkits@capella.edu. Cannot be fulfilled by transfer.***

Prerequisite: PSY5420, PSY7610, completion of or concurrent registration in PSY7421; Master of Science in School Psychology students must have completed PSY7310; Doctor of Psychology in School Psychology students must have completed PSY7320. Students who have taken PSY7233 may not take PSY-R7231.

PSY-R8200 - The Helping Relationship and Techniques in Clinical Psychology (5)

In this residency, students analyze the therapeutic relationship and methods of building trust and rapport with clients through coursework and a face-to-face residency. During the face-to-face residency, students engage in case discussions, role-plays, and group exercises to examine skills associated with relationship building and practice establishing ongoing working alliances with clients. Students also assess individual differences and ethical principles as they relate to the foundational components of an effective clinical interview. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY5120, PSY5420, PSY6015, PSY6095, PSY7320, PSY7421, PSY8220, completion of or concurrent registration in PSY7610.

PSY-R8203 - Psychological Assessment 1: Cognitive, Achievement, and Adaptive Behavior (5)

In this residency, students practice assessment administration for cognitive, achievement, and adaptive behavior through coursework and a face-to-face residency. During the face-to-face residency, students assess client behavior through the administration, scoring, and interpretation of standardized tests, including current versions of intelligence, achievement, adaptive behavior, and executive functioning assessments. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY-R8200, PSY7610, concurrent registration in PSY-R8206.

PSY-R8206 - Psychological Assessment 2: Personality and Mental Health (5)

In this residency, students develop diagnostic interviewing skills as well as personality and mental health assessment skills through coursework and a face-to-face residency. During the face-to-face residency, students apply diagnostic interviewing strategy in personality and clinical assessment to assess client behavior through the administration, scoring, and interpretation of standardized tests, including current versions of personality assessments. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY-R8200, PSY7610, concurrent registration in PSY-R8203.

PSY-R8209 - Integrated Psychological Report Writing and Case Conceptualization (5)

Students gain an understanding of case formulation and report writing in the digital space through coursework and a face-to-face residency. During the face-to-face residency, students use various theoretical approaches to form case conceptualizations, applying theory to understand client issues, how they are developed, and how they are sustained. Students identify how theories are impacted when applied to various clients and client issues. Students also analyze how information gathered through clinical activities is used to build an integrated psychological report. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY-R8206.

PSY-R8212 - Theory and Evidence-Based Practice in Clinical Psychology (5)

In this residency, students strengthen their understanding of the application of theory and use of advanced skills and techniques through coursework and a face-to-face residency. During the face-to-face residency, students participate in case discussions, roleplays, and group exercises associated with effective treatment planning and develop treatment plans using empirically supported treatments, knowledge of treatment ethics, and respect for individual differences. Students engage in practice activities that address empirically supported crisis intervention, service to underserved and underrepresented populations, and opportunities to self-evaluate and monitor skills and attitudes. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY-R8209 and concurrent registration in PSY-R8215.

PSY-R8215 - Ethics and Standards of Professional Practice in Clinical Psychology (5)
Students acquire an understanding of ethics and the standards of practice in clinical psychology through coursework and a face-to-face residency. During the face-to-face residency, students reach practicum readiness through demonstration of clinical skills, knowledge, and attitudes necessary for entry into practicum training. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY-R8209 and concurrent registration in PSY-R8212.

PSY-R8218 - Advanced Residency Applications (2)
Students enhance their understanding of theory, practice, and research related to the profession by engaging with a specific licensure-related topic(s) in clinical psychology. During the face-to-face residency, students apply clinical skills to prepare for professional clinical psychology practice. ***Special permission is required for registration.***

Prerequisite: PSY-R8206.

PSY-V - Psychology

PSY-V6002 - Response to Intervention and Functional Behavior Assessment (4)

In this residency course, students practice application of the Response to Intervention (RTI) and Functional Behavior Assessment (FBA) processes. Students build capacity to implement the RTI framework in local and state education agencies. Students also examine and practice skills related to the RTI components for screening students, monitoring student progress, providing evidence-based interventions, and identifying students with unique learning needs in a collaborative approach. Students practice identifying appropriate circumstances and steps for conducting a functional behavioral assessment (FBA), developing the behavior intervention plan (BIP) and identifying the individual components of an FBA and BIP. Additionally, students practice interpreting case study data and integrate and summarize this data, orally and in writing, to provide important feedback to school personnel about a student's challenging behaviors. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY7234; PSY-R6000 or PSY-R7231.

PSYC - Psychology

PSYC1010 - Introductory Psychology (3)

Students identify the major subdisciplines of psychology and analyze how psychologists develop understanding of human nature and behavior through scientific research. Students examine such areas as the brain and memory, cognition, human development, emotions, motivations, social influence, and psychological disorders. Students apply this knowledge on personal, professional, and societal levels through assignments involving everyday situations and global issues. ***Students who have received credit for PSYC1000 may not take PSYC1010.***

PSYC1540 - The Psychology of Human Differences and Society (3)

Students identify basic concepts of studying human differences as influenced by society within the scientific study of human thoughts and behavior. Students gain an understanding of social differences as well as review tools for thinking about human functioning within a psychological framework. Students examine psychological theories and research related to an array of human differences while exploring the effects of social norms on expectations for individual behavior. Students further review methods of coping with social stigma. ***Students who have received credit for PSYC3540 may not take PSYC1540.***

PSYC2001 - Applied Behavior Analysis Foundations (6)

Students gain an understanding of the applied behavior analysis field, including its history, purpose, and careers. Students acquire foundational knowledge of the major applied behavior analysis theories, concepts, and terminology and apply that knowledge to the process of developing and evaluating behavioral interventions. Students must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Students who have received credit for PSYC4001 may not take PSYC2001. Cannot be fulfilled by transfer or credit for prior learning.***

PSYC2002 - The Skillful Psychology Student (6)

Students strengthen their academic writing, critical thinking, problem solving, research, and organizational skills in relation to psychology so that they may grow and apply professional skills within their program and the workplace. Students build information literacy skills and develop an understanding of how to prepare for a career with their bachelor's degree in psychology. ***For BS in Psychology and BS in Psychology Pre-Counseling and Therapy students only. Students may only earn credit for PSYC2002 or PSYC2003. Must be taken during the student's first quarter. Cannot be fulfilled by transfer or prior learning assessment.***

PSYC2003 - The Skillful Psychology Student (6)

Students strengthen their academic writing, critical thinking, problem solving, research, and organizational skills in relation to psychology so that they may grow and apply professional skills within their program and the workplace. Students build information literacy skills and develop an understanding of how to prepare for a career with their bachelor's degree in psychology. ***For BS***

in Psychology and BS in Psychology Pre-Counseling and Therapy students only. Students may only earn credit for PSYC2002 or PSYC2003. Cannot be fulfilled by transfer or prior learning assessment.

Prerequisite: ACS1003.

PSYC2210 - Introduction to Psychology of Social Media (3)

In this introductory course, students apply psychological principles and concepts to the personal and business use of social media. Students examine trends, motivations, and challenges in the use and abuse of social media and evaluate the psychological rewards and risks of connecting with others, gaining attention, and engagement. Students also analyze prosocial and antisocial social media uses and the basics of social media marketing.

PSYC2240 - Psychology of the Workplace (3)

Students gain and demonstrate foundational knowledge of industrial-organizational psychology and human behavior in the workplace. Students investigate influences on individual and team workplace behavior. Students examine individual differences, employee attitudes and motivation, stress, job analysis and performance, training and development, and leadership as they affect an organization. ***Students who have received credit for PSYC4200 may not take PSYC2240.***

PSYC2320 - Introduction to Counseling and Psychotherapy (3)

Students in this course explore a variety of mental health disciplines, settings, and populations. Students build knowledge of and practice the communication and psychotherapy skills used in professional mental health areas, such as addictions counseling, marriage and family therapy, mental health counseling, and school counseling. Students apply knowledge of psychotherapeutic methods and research findings to support interventions in real-world problems in living.

Prerequisite: PSYC1010.

PSYC2520 - Social Psychology in Action (3)

Students cultivate an understanding of how the social context influences an individual's thoughts, feelings, and behaviors. Students examine the three areas of social perception, interaction, and influence, in particular. Students gain an understanding of social cognition, the social self, interpersonal relationships, helping behavior, attitude formation, aggression, discrimination, group dynamics, and social dilemmas and consider this information in the context of public policy and the workplace. ***Students who have received credit for PSYC3520 may not take PSYC2520.***

PSYC2600 - Development Across the Lifespan (3)

Students analyze physical, cognitive, and sociocultural development throughout the human lifespan as viewed by research and theories, both classical and contemporary. Students explore the notable milestones across life's stages, the interaction between heredity and the environment, and the experience of aging. Students review the methods used to study human development, engage in scientific reasoning about related topics, and consider ethics. Students further consider the relationship between lifespan developmental knowledge and their personal and professional lives. ***Students who have received credit for PSYC3210 may not take PSYC2600.***

PSYC2700 - Child Development (3)

Students investigate the scientific study of cognitive, social and physical human development from the prenatal stage through middle childhood. Using major theories and research findings, students explore children's physical and mental growth, biology, emotion, personality, family and peer dynamics, and early education experiences. Students also consider how various contexts shape development in meaningful ways during childhood.

PSYC2720 - Adolescent Psychology (3)

Students investigate the scientific study of the biological, cognitive, psychological, emotional, and social changes that occur during adolescence. Using major theories and research findings, students examine physical and mental growth, biology, gender roles, sexuality, resilience, mental health, and family and peer relationships. Students also consider educational and vocational factors in addition to how various contexts influence adolescents.

PSYC2740 - Adult Development and Aging (3)

Students investigate the aging process and adult development period from an interdisciplinary perspective, with particular emphasis on physical, cognitive, social, and psychological aspects. Students examine health, resilience, and meaning in life, emphasizing a path towards a successful life journey. Additionally, students explore individual and systemic issues in the aging experience as well as myths and stereotypes around aging.

PSYC2800 - Gender and Human Sexuality (3)

In this course, students examine the physical, cognitive, and emotional aspects of human sexuality as they relate to current and historical perspectives. Students analyze social and biological foundations of human sexuality and develop their understanding of sexuality in individuals and their relationships. Students also apply theory and historical perspectives to their study of human reproduction, contraception and abortion, sexuality and social policy, and sexual behavior and contemporary society. In addition, students demonstrate their knowledge of ethical practices that guide professional behavior in the field of human sexuality.

PSYC3110 - Abnormal Psychology (6)

The focus of this course is abnormal behavior, which students investigate using the framework of mental pathology. Students evaluate scientific, empirically based analyses of mental disorders and deviant behavior. Students also examine the range of psychological disorders and assess the disorders' biological, psychological, and social consequences. In addition, students demonstrate their knowledge of abnormal psychology treatment methods.

PSYC3130 - Criminal Psychology & Behavior (6)

In this course, students gain a basic understanding of the impact criminal psychology and criminal behaviors have on the law, police, and communities. Students also examine the uses of criminal psychology relative to criminal behaviors, and theories surrounding these behaviors. In addition, students analyze popular criminal defenses relative to criminal psychology and behaviors, and explore examples in well-known criminal cases.

PSYC3210 - Human Lifespan Development (6)

This course is a survey of physical, cognitive, emotional, and social development throughout the lifespan as viewed by research and theories, both classical and contemporary. Students explore the interaction between heredity and the environment, the research methods used by developmental psychologists, and apply stage and non-stage human development theories and research to modern problems and individual experiences. ***Students who have received credit for PSYC2600 may not take PSYC3210.***

Prerequisite: PSYC1010, completion of or concurrent registration in PSYC1540.

PSYC3310 - Brain, Body, and Behavior (6)

Students explore the mind-body connection and the biological bases of behavior. Students analyze the structure and functions of the nervous system, brain evolution and plasticity, methodology of physiological psychology, and the neurological bases of sensation, perception, motivation, emotion, and higher cortical functions. Students also explore biopsychological underpinnings of sleep and consciousness, addiction, and mental health.

Prerequisite: PSYC1010.

PSYC3501 - Cognitive Psychology (6)

Students analyze psychological theories, concepts of learning, and cognition as well as how they apply to education and lifelong learning. Students apply these theories and concepts, along with research findings, to learning in general and to educational practices. Students also apply this knowledge to gain insight into their own learning processes through discovery of ideas such as metacognition, optimal challenge and performance, critical thinking, self-directed learning, and the relationship between procrastination and motivation.

PSYC3520 - Introduction to Social Psychology (6)

This course is an introduction to the scientific study of the social context on an individual's thoughts, feelings, and behaviors and the three areas of social perception, interaction, and influence in particular. Students gain and

demonstrate knowledge of social cognition; the social self; interpersonal relationships; helping behavior; group behavior; attitude formation; aggression; conformity; obedience; and social perceptions related to individuals and groups. ***Students who have received credit for PSYC2520 may not take PSYC3520.***

Prerequisite: PSYC1010, completion of or concurrent registration in PSYC3210.

PSYC3700 - Statistics for Psychology (6)

Students apply quantitative statistics to the study of human behavior. Students systematically examine and test hypotheses and relationships using statistical software; interpret, display, and present statistical data; and analyze the validity of arguments based on statistics. In particular, students gain and demonstrate skills required to conduct statistical sampling, define statistical assumptions and requirements, test statistical differences between and among groups, evaluate correlations, calculate effect size, and determine practical and statistical significance. Students also consider career contingencies as they relate to statistics. ***Cannot be fulfilled by transfer or prior learning assessment.***

Prerequisite: MAT2150, PSYC1010.

PSYC3770 - Psychology of Human Motivation and Performance (6)

Students apply theory and research findings to understand and solve problems in human motivation and performance. Students explore theories and concepts central to understanding motivation. Students examine intrinsic and extrinsic motivation, stress, emotions, optimal challenge, self-regulation, and more. Students research and apply strategies to analyze how motivation and performance can be improved in areas such as work, education, sports, addictions, and public health. Students apply motivation theories and concepts to their own motivation and performance goals.

PSYC4003 - Applied Behavior Analysis Research and Measurements (6)

Students examine research methods and designs used in applied behavior analysis. Students conduct literature reviews to explore research-based practices in the field and practice selecting research-supported treatment designs. In particular, students develop their knowledge and skills in designing single-subject experiments, identifying and selecting measurement systems, collecting and interpreting data, and conducting research with integrity. Students must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: PSYC4011 with a grade of "C" or higher.

PSYC4004 - Applied Behavior Analysis Assessment (6)

Students apply knowledge gained in PSYC2001 to the assessment of challenging behaviors. Students examine assessment techniques in applied behavior analysis and basic applications in applied behavior analysis. Students apply assessment techniques based on theory and principles of applied behavior analysis. Students also identify behaviors for change, select assessment techniques, and analyze outcomes of assessment results. Students must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: PSYC4003 with a grade of "C" or higher.

PSYC4005 - Applied Behavior Analysis Behavior-Change Procedures and Interventions (6)

Students in this course develop skills related to behavior-change procedures. Students select and implement intervention strategies to change clients' behavior through the practice of applied behavior analysis. Students must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: PSYC4004 with a grade of "C" or higher.

PSYC4006 - Applied Behavior Analysis Capstone 1 (6)

In this course, students demonstrate knowledge of applied behavior analysis concepts and principles, ethics, supervision and research, assessment techniques, and behavior change

procedures with the Behavior Development Solutions (BDS), Certified Behavior Analyst (CBA) learning module series. Through the BDS/CBA learning module series, students prepare for the types of questions they may encounter on their certification exam. This course provides students with faculty and peer support, as well as classroom resources, to help them successfully complete the designated modules. ***PSYC4007 must be taken the quarter immediately following PSYC4006. Cannot be fulfilled by transfer.***

Prerequisite: All required and elective coursework.

PSYC4007 - Applied Behavior Analysis Capstone 2 (6)
In this course, students further demonstrate knowledge of applied behavior analysis concepts and principles, ethics, supervision and research, assessment techniques, and behavior change procedures with the Behavior Development Solutions (BDS), Certified Behavior Analyst (CBA) learning module series. Through the BDS/CBA learning module series, students prepare for the types of questions they may encounter on their certification exam. This course provides students with faculty and peer support, as well as classroom resources, to help them successfully complete the designated modules. ***PSYC4007 must be taken the quarter immediately following PSYC4006. Cannot be fulfilled by transfer.***

Prerequisite: All required and elective coursework.

PSYC4011 - Applied Behavior Analysis Ethics and Supervision (6)
Students build foundational knowledge of ethical practices that guide professional behavior in the applied behavior analysis field. Students develop a working knowledge of ethical principles and standards in the field by analyzing cases from an ethical perspective and applying ethical principles and standards to each case example. Students also demonstrate their understanding of ethics as they develop interpersonal competence in applied behavior analysis practice. Students must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: PSYC2001 with a grade of "C" or higher.

PSYC4016 - Introduction to Organizational Behavior Management: Supervision and Performance Management (6)

Students are introduced to the application of behavior-analytic principles to organizational behavior. Students apply evidenced-based supervision practices to the supervision of behavior-analytic programs. Students set up a system to teach others how to carry out a treatment plan, assess performance issues, and ensure proper adherence to the implementation of behavior plans. Students develop skills in how to apply compassionate approaches consistent with behavior-analytic principles in their supervisory practices. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: PSYC4005 with a grade of 'C" or higher.

PSYC4101 - History, Systems, and Contemporary Psychology (6)

Students build their knowledge of the history of psychology as an academic discipline, with a joint emphasis on historical systems and current topics in Western culture. Students consider historical schools of thought, significant psychologists, social events, and systemic influences that have shaped the development of the field as a science. Further, students analyze the evolution of the field's ideas regarding the human mind and behavior, approaches to research, and areas of focus in a time of rapid social and technological change. Through personal and professional application, students explore the utility of theory and psychological knowledge for future directions in the field and creating positive social change.

Prerequisite: PSYC1010, PSYC1540.

PSYC4110 - Positive Psychology (6)

In this course, students apply theory, research, and evidence-based practices in the scientific study of optimal human functioning. Students evaluate the development of positive emotional, cognitive, and behavioral states and traits such as happiness and well-being, self-efficacy, optimism, hope, wisdom, courage, mindfulness, flow, spirituality, empathy, altruism, gratitude, forgiveness, and love and articulate how they influence flourishing relationships. Students also

assess and employ positive psychology principles in personal and professional settings from a strengths perspective.

PSYC4325 - Stress, Trauma, and Wellness (6)

Students engage in a comprehensive exploration of the field of stress, trauma, and wellness. Students examine the nature of stress and trauma (from global pandemics, to war, to personal victimization, to everyday job-related stressors), theories of stress and trauma, how stress and trauma impact individuals and communities, the treatment of stress and trauma related disorders, and the areas of secondary and tertiary victimization. Students gain an understanding of coping strategies, relaxation techniques, and other tools for building resiliency and wellness in ourselves and our communities.

PSYC4600 - Research Methods in Psychology (6)

Students in this course demonstrate their knowledge of fundamental research methods and tools used in psychology. Students use research methods and designs to show how the scientific method can be applied to the study of human behavior and thought, including ethical considerations for conducting research with human participants. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of or concurrent registration in PSYC3700.

PSYC4900 - Psychology Capstone Project (6)

The capstone project is the culmination of the bachelor's degree program in Psychology and provides students the opportunity to demonstrate the research, analysis, writing, and communication skills they've gained during their program. Throughout the course, students examine real-life implications of psychology and how practicing the principles of the field may optimally contribute to society. During the capstone experience, students also explore how this degree can support their next steps, both professionally and personally. ***For BS in Psychology and BS in Psychology Pre-Counseling and Therapy students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: PSYC4600.

PUBH - Public Health

PUBH1006 - Social Determinants of Health and Wellness (6)

Students analyze the conditions and social determinants that influence health and well-being across diverse populations and gain an understanding of how lived experiences shape health outcomes. Additionally, students engage in real-world scenarios to identify critical dimensions of health and apply foundational frameworks to promote individual and community wellness. ***Students who have received credit for PUBH4006 may not take PUBH1006.***

PUBH4001 - Foundations of Public Health (4)

This course provides students with an overview of core public health concepts as well as the contributions and roles of public health institutions. Students use historical perspectives and current trends to address determinants of health from an environmental, social, and behavioral perspective. Students also become familiar with organizational structure and gauge its impact on health care delivery and barriers to access from a population perspective.

PUBH4003 - Introduction to Theories of Social and Behavioral Change (4)

Students gain fundamental knowledge of the theories of social and behavioral change that guide public health professionals in understanding health behaviors in the contexts in which they occur. Students gain perspectives on the theories that influence health behaviors and why people behave the way they do. In addition, students examine the strengths and limitations of each theory to gain a practical understanding of behavior change approaches. ***Students who have received credit for MPH5506 may not take PUBH4003.***

PUBH4006 - Social Determinants of Health and Wellness (4)

Students build an understanding of the social and economic determinants of health and wellness in the United States. In particular, students identify what those determinants are and how they can be changed. ***Students who have received credit for MPH5220 or PUBH1006 may not take PUBH4006.***

PUBH4009 - Introduction to Biostatistics (4)

This course introduces students to fundamental statistical data analysis for individual and community health. Throughout the course, students examine basic statistics and how they are applied in public health. Students also develop and demonstrate an awareness of the statistical software tools used for analysis and explore the major methodologies used in public health to determine policy and practice.

PUBH4012 - Introduction to Epidemiology (4)

In this course, students examine core principles of epidemiology, including the prevention of chronic diseases, how disease spreads across populations, and how public health interventions can help control or reduce that spread. In addition, students gain an understanding of patterns, causes, and effects of health and disease conditions; statistical evaluation, analysis, and interpretation; and the impact of health and disease social determinants on the health of individuals and the community. Students also explore epidemiology as a social science, by reviewing the social causes and consequences of health.

PUBH4015 - Planning and Evaluation in Evidence-Based Practice (4)

Students in this course assess evidence-based practice and how it affects public health planning and evaluation. In particular, students examine the ways in which they can use a collaborative community approach and the best evidence available to promote prevention through the planning and evaluation of public health programs and policies.

PUBH4018 - Introduction to Public Health Policy and Management (4)

In this course, students build and demonstrate a broad understanding of how public health and policy intersect in the United States and how public health services, programs, and policies are developed, managed, and funded. Throughout the course, students analyze the key drivers of policies, laws, and legislation that impact public health, private health care systems, individuals, and the overall population.

PUBH4024 - Introduction to Environmental Health (4)

Students in this course investigate the relationships between people and their environment, and the promotion of environmentally healthy and safe communities. Students also examine the effects of climate change on public health and how to identify and prevent hazardous agents in air, water, soil, and food and in occupations from adversely affecting human health on a short or long term basis. ***Students who have received credit for MPH5503 may not take PUBH4024.***

Prerequisite: PUBH4009 and PUBH4012.

PUBH4027 - Community Health Promotion, Education and Advocacy (4)

In this course, students examine how health promotion, education, and advocacy have been employed in the United States and worldwide. Students also investigate the expanding world of social media as well as more traditional public health promotion, education, and advocacy efforts.

PUBH4900 - Public Health Capstone (6)

The capstone project is the culmination of the BS in Public Health degree program. Students demonstrate the technical and applied public health knowledge and the critical thinking and communication skills needed to effectively address determinants of health from an environmental, social, and behavioral perspective; understand health behaviors and the contexts in which they occur; and examine the structural and social barriers to better health so that they may determine the ways in which comprehensive solutions can be designed to eliminate those barriers. ***For BS in Public Health students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

RSCH - Research

RSCH7020 - Navigating the Ethical Landscape of Research in a Modern World (4)

Students evaluate their own biases with an emphasis on self-awareness and reflection on cultural identity and ethics in research. Students

will develop strategies to apply and incorporate ethical and multicultural principles and influences in research and publications.

RSCH7860 - Survey of Research Methods (4)

Students read critically and evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Students become educated consumers and creators of research. Additionally, students use their research design skills to analyze and apply research methodologies, validity, reliability and other components of scientific research related to their field of interest.

RSCH7864 - Quantitative Design and Analysis (4)

Students gain an understanding of the logic, computation, and interpretation of statistics, with an emphasis on decision-making skills in the research process and on the application and interpretation of statistical results. Students utilize the statistical program JASP to practice running and interpreting statistical analyses.

RSCH7868 - Qualitative Design and Analysis (4)

Students investigate essential concepts and methods for conducting qualitative research. Students engage in hands-on practice with qualitative research techniques, focusing on the appropriate applications, strengths, and limitations of various qualitative approaches, sampling methods, and analysis strategies. Throughout the course, students develop an understanding of ethical considerations, particularly when researching vulnerable and diverse populations, and strategies to protect human subjects. Students also examine the alignment of qualitative approaches with sampling and analysis approaches to ensure rigor and produce meaningful insights.

Prerequisite: PhD in Psychology students must have completed RSCH7020.

RSCH8625 - Advanced Quantitative Statistics (4)

Students investigate statistics commonly used in quantitative dissertations including multiple regression, factorial analysis of variance (ANOVA), chi-square, and logistic regression. Students also analyze statistics such as exploratory factor analysis that facilitate the selection of reliable and valid surveys used in dissertations. Additionally, students gain an understanding of power analysis to determine the minimum sample size needed for a dissertation. Proficiency with statistical software is expected.

Prerequisite: RSCH-V8926, RSCH7864.

RSCH8635 - Advanced Qualitative Analysis (4)

Students investigate the practical design and execution of qualitative research. Students work through the full research process by developing a study aligned to a clear research question, creating data collection instruments, collecting qualitative data, and conducting systematic analysis. Additionally, students develop sound methodological decision-making skills by working closely with qualitative data and communicating findings in a clear and organized way. Students also identify how to strengthen the quality of their work by addressing credibility and dependability throughout the study, applying these considerations within an original qualitative project that reflects appropriate rigor and scholarly standards.

Prerequisite: RSCH-V8926.

RSCH-V - Research

RSCH-V8925 - Doctoral Project Development - Topic Ideation (3)

In this ten-week virtual residency, students develop and evaluate proposed topic areas and theories for their doctoral project. Students analyze the literature on potential topics to assess relevance to the discipline and potential methods to use in the doctoral project. Students gain an understanding of the writing, research, and critical thinking skills necessary to complete the final project. Further development of the doctoral project is determined through a final assessment. This residency includes required synchronous sessions. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: PhD in Psychology students must have completed PSY7105. PhD in Behavior Analysis students must have completed PSY8301, PSY8302, PSY8303, PSY8352, and

RSCH7860. PhD in Advanced Studies in Human Behavior and PhD in Human Services students must have completed or be concurrently registered in RSCH7860. PhD in Counselor Education and Supervision students must have completed CES8110. DIT students must have completed BMGT8434. DHA students must have completed DHA8026, RSCH7864, and RSCH7868. DBA students must have completed BMGT8019, and BMGT8028. PhD in Education students must have completed or be concurrently registered in RSCH7860.

RSCH-V8926 - Doctoral Project Development - Topic Development (3)

In this ten-week virtual residency, students apply advanced research and writing skills through the development of a detailed project framework based on work in prior residencies. Students develop a project framework that includes methodological and/or research design, sampling or participant recruitment plan, intervention plan (if applicable), strategies for data collection, analysis, and outcomes of the project. Further development of the doctoral project is determined through an assessment of the project framework, which is finalized once the student enters the advanced doctoral stage of the program. This residency includes required synchronous sessions. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: RSCH-V8925. DSW students must have completed or be currently registered in RSCH7864, and do not need the prerequisite RSCH-V8925. PhD in Psychology students must have completed PSY7870; or PSY8625 and RSCH7868. PhD in Behavior Analysis students must have completed PSY8307. PhD in Education students must have completed ED-V8925, and must have completed or be currently registered in RSCH7868. DBA students must have completed RSCH7864 or RSCH7868; and BMGT-V8925. PhD in Advanced Studies in Human Behavior students must have completed RSCH7864, and RSCH7868. PhD in Counselor Education and Supervision students must have completed CES8120, CES8122. PhD in Human Services students must have completed RSCH7864, RSCH7868.

RSCH-V8927 - Doctoral Project Development - Framework Development (3)

In this ten-week virtual residency, students apply advanced research and writing skills through the development of a detailed project framework based on work in prior residencies. Students develop a project framework that includes methodological and/or research design, sampling or participant recruitment plan, intervention plan (if applicable), strategies for data collection, analysis, and outcomes of the project. Further development of the doctoral project is determined through an assessment of the project framework, which is finalized once the students enters the advanced doctoral stage of the program. This residency includes required synchronous sessions. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: RSCH-V8926. PhD in Psychology students must have completed PSY8307 or PSY7870 or RSCH8625 or RSCH8635; and all didactic coursework. PhD in Education students must have completed or be currently registered in RSCH7864. DBA students must have completed BMGT8035 or BMGT8044. PhD in Advanced Studies in Human Behavior students must have completed RSCH7860. PhD in Counselor Education and Supervision students must have completed CES8123, CES8768, CES8772. PhD in Human Services students must have completed RSCH7860. DSW students must have completed PSL8130 or PSL8140; and completed or be currently registered in PSL8110 or PSL8120 or RSCH7868.

SHB - Studies in Human Behavior

SHB8315 - Advanced Program Design and Evaluation (4)

The focus of this course is program design via needs-based approaches and models that inform those approaches. Students examine needs assessment and program evaluation as fundamental tools in institutional, public, or private organizations to develop programs and assess their effectiveness at the leadership level.

SHB8775 - Issues in Aging, Grief, and Bereavement (4)

This course is an examination of aging and loss from biological, psychological, social, and

systemic perspectives at the leadership level. Students also explore the ways their own attitudes toward aging and loss may impact their effectiveness as professionals working in social and behavioral services settings.

SHB9919 - Doctoral Comprehensive Examination (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Students write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, students are eligible to register for the first dissertation course. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

SHB9960 - Dissertation Courseroom (3)

This course provides students with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.***

Prerequisite: SHB9919.

SOC - Sociology

SOC1150 - How Society Works: Human Differences, Collaboration, and Problem Solving (6)

Students investigate the concepts and theories that shape how society works. Students use the methods of sociological inquiry to critically examine their personal perspectives on social issues, improve their problem-solving skills, and develop a comprehensive understanding of society.

SOC2400 - Health and Illness in Social Context (6)

Students apply a sociological perspective to gain an understanding of health, illness, health care delivery, and health care policy. Students analyze the social determinants of health; the meaning and experience of illness; and key issues surrounding bioethics, health care technologies, and environmental and public health. Students also compare different societal approaches to health, illness, and health care systems.

SOC3100 - Social Problems, Individual Identities, and Public Policy (6)

Students analyze how societal issues are identified, how individual and group identities influence these issues, and how policies are crafted to address them. Students identify the many bases of inequalities to social problems and apply sociological perspectives to current issues facing communities and the nation.

SOC-H - Sociology

SOC-H3005 - Honors Professional Seminar (6)

Students in this course take a sociological approach to professional growth in the workplace. This course provides students with the opportunity to complete a professional project that addresses an organizational need or solves a problem. Students explore questions and develop their project with faculty and peers through engaging discussions and assignments. Throughout the course, students use a sociological perspective to further develop critical thinking and problem-solving skills to address interdisciplinary issues. ***For honors pathway students only. Cannot be fulfilled by transfer.***

Prerequisite: PHI-H2005.

SWK - Social Work

SWK2002 - Introduction to Social Work and Social Welfare (6)

Students develop the knowledge, skills, and values necessary for effective, ethical, and culturally responsive practice across varied settings. Students analyze and apply the National Association of Social Workers (NASW) Code of Ethics, engage in self-reflection, and develop

professional competencies aligned with the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). Through webinars, case studies, discussions, and exploration of professional worldview, students identify how ethical principles, human rights, and culturally responsive engagement shape social work practice with individuals, families, groups, organizations, and communities. ***For BSW students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer or credit for prior learning.***

SWK2200 - History, Policy, and Practice of Social Welfare (6)

Students in this course gain an understanding of the history of social work. Students investigate theoretical frameworks and generalist practice to understand domestic social policies and social welfare programs. Students build an understanding and competence in advocating, leading, and planning concerning issues of economic and human rights for children, youth, adults, families, communities, and organizations. ***For BSW students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: Completion of or concurrent registration in SWK2002.

SWK2208 - Introduction to Human Behavior and the Social Environment (6)

Students analyze biological, psychological, and social development from infancy through adolescence, with an emphasis on major developmental theories (Erikson, Freud, Piaget, Vygotsky, Kohlberg, Bowlby, Bronfenbrenner, and Maslow); cultural influences; and systemic frameworks. Students engage with assessment tools (ACE, genograms); apply person-in-environment and culturally responsive approaches; and develop treatment plans addressing various social factors. ***For BSW students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: Completion of or concurrent registration in SWK2002.

SWK2400 - Introduction to Research in Social Work Practice (6)

Students in this course develop the knowledge, skills, and tools needed to engage in generalist practice that is rooted in the duality of research-formed practice and practice-informed research. Students cultivate competence related to evaluating best practices and critically assessing the research of others, as well as planning and conducting research. Through analysis of the relationship between social work and research, students acquire the skills necessary to effectively serve individuals, families, groups, organizations, and communities. Students demonstrate their knowledge and skills through building their own research plans and leveraging technology throughout the design and proposal processes. ***For BSW students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: Completion of or concurrent registration in SWK2002.

SWK3200 - BSW Practice- Micro (6)

Students gain an understanding of social work practice at the micro level with emphasis on the integration of theory, ethics, and practice skills. Students analyze the seven-step helping process with clients, developing knowledge, values, and best practice skills essential for effective generalist social work practice. Students enhance their practical skill development through an online hybrid experience integrating lectures, role plays, and discussions in synchronous and asynchronous environments. ***For BSW students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK2002, SWK2200, SWK2208, SWK2400.

SWK3208 - Human Behavior and the Social Environment (6)

Students analyze adult development across the lifespan—young, middle, and later adulthood—through a person-in-environment lens. Students explore biological, psychological, and sociological factors that shape human behavior, including health, identity, relationships, and aging. Topics include ecosystems theory, strengths-based perspectives, social work roles with adults, and

conceptual frameworks such as Erikson, Maslow, and Levinson. Students apply theory to practice, assess family and organizational systems, and prepare for professional licensure. ***For BSW students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK2208, completion of or concurrent registration in SWK3200.

SWK3216 - Planning and Social Policy in Human Services (6)

Students analyze the ways in which contemporary social policies in the United States impact the role of generalist social work practitioners in implementing, planning, leading, and evaluating said policies. Throughout the course, students gain an understanding of the origins, process, and politics associated with these polices. Students identify the ways in which generalist practice values, best practice standards, and social polices intended to advance human rights and create actionable approaches to contemporary social work. ***For BSW students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of or concurrent registration in SWK3200.

SWK3400 - Research in Social Work Practice 2 (6)

Students in this course build upon their knowledge of research methodologies and apply just research practices related to generalist social work. Students analyze the implications of data types, data collection, and data analysis within qualitative, quantitative, and mixed-methods research design. Additionally, students develop strategies for integrating leadership methods, knowledge, and theories into their work and research as generalist social work practitioners. ***For BSW students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of or concurrent registration in SWK3216.

SWK3420 - BSW Practice - Mezzo (6)

Students engage in a dynamic synchronous and asynchronous online hybrid experience to apply generalist social work best practices and integrate technology in their work with individuals, families, groups, organizations, communities, and colleagues with particular emphasis on small-to-medium groups. Students analyze the way in which mezzo generalist practice links both micro and mezzo social work practices. Additionally, students investigate ways in which the environment, research literature, and ethical concerns informs this level of practice. ***For BSW students only. Cannot be fulfilled by transfer or credit for prior learning. Mandatory live sessions are required in Week 1 and other weeks to pass this course.***

Prerequisite: Completion of or concurrent registration in SWK3400.

SWK3430 - BSW Practice - Macro (6)

Students build on knowledge and skills developed in the micro and mezzo social work practice courses. Students examine and apply theories and best practices associated with macro level social work practice with larger groups, organizations, and communities. Additionally, students examine practice models, ethical and effective use of technology, community and organizational development, and change events specific to macro level social work practice. ***For BSW students only. Cannot be fulfilled by transfer or credit for prior learning. Mandatory live sessions are required in Week 1 and other weeks to pass this course.***

Prerequisite: Completion of or concurrent registration in SWK3420.

SWK4020 - Technology for Generalist Social Work Practice (6)

Students gain an understanding of how technology transforms social work practice across micro, mezzo, and macro levels. Students explore digital equity, ethics, privacy, and the impact of emerging technologies on clients and communities. Topics include telehealth, data systems, algorithmic bias, online engagement, and policy development for ethical digital practice. With an emphasis on promoting inclusion, protecting client rights, and integrating

technology responsibly in direct, organizational, and policy settings, students develop the skills to balance innovation with empathy and professional integrity in a rapidly evolving digital world. ***For BSW students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of or concurrent registration in SWK3430.

SWK4600 - Generalist Practice Education Practicum 1 (6)

This is the first course in a sequence of two required practicum courses during which students complete a minimum of 400 supervised site-based learning experience hours. Throughout the practicum, students engage in experiential learning in an agency setting and apply social work best practice theories, professional values, and practice techniques gained from their social work foundation courses. This course includes an integrative seminar that facilitates students' leadership development and technology skills with regard to entry-level generalist social work practice. ***For BSW students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK3208, SWK3420; completion of or concurrent registration in SWK3430.

SWK4602 - Generalist Practice Education Practicum 2 (6)

This is the second course in a sequence of two required practicum courses during which students complete a minimum of 400 supervised site-based learning experience hours. Throughout the practicum, students engage in experiential learning in an agency setting and apply social work best practice theories, professional values, and practice techniques gained from their social work foundation courses. This course includes an integrative seminar that facilitates students' leadership development and technology skills with regard to entry-level generalist social work practice. ***For BSW students only. Special permission is required for registration. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK4600, completion of or concurrent registration in SWK4020.

SWK5001 - Research in Social Work Practice (4)

Students acquire the knowledge, skills, and tools needed to engage in research-informed practice and practice-informed research. Students build skills related to planning and conducting research, evaluating best practices, and critically assessing the research of others. In addition, students explore the relationship between social work and research and articulate the importance of that relationship with respect to serving individuals, families, groups, organizations, and communities. Throughout the course, students demonstrate competence in research design and proposal writing with the use of technology by constructing their own research plans. ***For MSW students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

SWK5002 - Social Welfare History, Policy, and Practice (4)

Students in this course critically analyze social welfare history, domestic social policies, and social welfare programs. Students use theoretical frameworks and social work best practices to understand the human rights of children, youth, adults, families, communities, and organizations, in order to effectively prepare for policy leadership and planning, advocacy, and social action. ***For MSW and MSW-Advanced Standing students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: Completion of or concurrent registration in SWK5001.

SWK5003 - Human Behavior and the Social Environment 1 (4)

Students identify biological, psychological, sociological, and other factors that influence human behavior in the social environment from a person-in-environment perspective through the use of theory, a conceptual framework, and social work best practices. Students analyze human behavior from young infancy through adolescence. ***For MSW and MSW-Advanced Standing students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: Completion of or concurrent registration in SWK5001.

SWK5004 - Micro Social Work Practice (4)

Students gain an understanding of the knowledge, values, and best practice skills required for generalist social work practice. Students apply a strengths-based perspective to planned change and problem-solving processes and use technology to demonstrate leadership and evaluation-of-practice techniques. Students also conceptualize how to effectively enhance the well-being of people and ameliorate the environmental conditions that adversely affect them. Students engage with dynamic technology to complete assignments and collaborate with other students and faculty in a virtual learning community. ***For MSW and MSW-Advanced Standing students only. Cannot be fulfilled by transfer.***

Prerequisite: SWK5001, SWK5002.

SWK5005 - Human Behavior and the Social Environment 2 (4)

Students identify biological, psychological, sociological, and other factors that influence human behavior in the social environment from a person-in-environment perspective through the use of theory, a conceptual framework, and social work best practices. Students analyze human behavior from young adulthood through older adulthood. ***For MSW and MSW-Advanced Standing students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5003, completion of or concurrent registration in SWK5004.

SWK5006 - Social Policy and Planning in Human Services (4)

Students investigate the origins, processes, and politics associated with contemporary American social policies intended to advance human rights. Students examine the role of social workers in the leadership and creation of strategic planning, implementation, and evaluation of myriad social policies. In addition, students explore the relationship between social work values and social policies and integrate social work best practice standards. ***Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5002.

SWK5007 - Mezzo Social Work Practice (4)

Students develop knowledge of social work best practices with particular emphasis on small-to-medium-sized groups. Students explore the link between mezzo and micro and macro social work practices, as well as the link of person to environment, the research literature that informs this level of practice, and ethical concerns. Throughout the course, students apply social work best practices and technology integration in their work with individuals, families, groups, organizations, communities, and colleagues. ***Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5003, completion of or concurrent registration in SWK5004.

SWK5008 - Macro Social Work Practice with Groups, Organizations, and Communities (4)

Students build on their micro and mezzo social work practice knowledge and gain a better understanding of the theory and skills required for social work best practices with larger groups, organizations, and communities. Students analyze macro social work practice models, including social planning, community organizing, social action, leadership, effective use of technology, supervision and community/organizational development, and change. ***Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5004, SWK5006.

SWK5011 - Culturally Responsive Social Work Practice (4)

Students examine difference in power as it relates to social work practice. Throughout the course, students gain knowledge of race, ethnicity, religion, age, sex, social and economic status, personal perspectives, and ability. Through technology, students engage in strategy and leadership best practices in social work. ***For MSW students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5007; completion of or concurrent registration in SWK5008.

SWK5012 - Culturally Responsive Social Work Practice (4)

Students examine difference in power as it relates to social work practice. Throughout the course, students gain knowledge of race, ethnicity, religion, age, sex, social and economic status, personal perspectives, and ability. Through technology, students engage in strategy and leadership best practices in social work. ***For MSW-Advanced standing students only. Maust be taken during the student's first quarter in the program. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

SWK5013 - Psychopathology and Advanced Interventions: Theory and Practice (4)

Students gain an understanding of psychopathology and differential diagnosis with an emphasis on symptoms, prevalence, possible causes, treatment approaches, and best practices in social work. Students use multiple theoretical frameworks and technology to engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities within the mental health field. ***For MSW and MSW-Advanced Standing students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5007; completion of concurrent registration in SWK5008. Students in the MSW-Advanced Standing degree program are exempt from these prerequisites.

SWK5014 - Advanced Social Work Practice with Individuals and Families (4)

Students develop and demonstrate advanced generalist best practice and leadership skills through analysis and application of various psychotherapeutic theoretical methods to engage, assess, intervene, and evaluate practice with individuals and families. Students utilize a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural responsiveness, policy practice, the integration of technology, and evidence-based practice. Students engage with dynamic technology to complete assignments and collaborate with other students and faculty in a virtual learning community. ***For MSW and MSW-Advanced Standing students only. Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent registration in SWK5011 or SWK5012 and SWK5013.

SWK5015 - Advanced Statistics, Research, and Program Evaluation (4)

Students build on their knowledge in research methodology, data collection, and program evaluation in social work best practice. Students integrate research practice, knowledge, and theory with leadership methods and data processing and analysis to better understand the implications of quantitative, qualitative, and mixed-methods data. Students also use and interpret various statistical procedures for analyzing quantitative and qualitative data using analytical software and applications. ***For MSW and MSW-Advanced Standing students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: Completion of or concurrent registration in SWK5011 or SWK5012 and SWK5013.

SWK5016 - Integrative Technology in Advanced Social Work Practice (4)

This course is an introduction to transformative and innovative methods of client interviewing, follow up, documentation, evaluation, professional development, and communication through the use of technology, with particular emphasis on 21st-century social work practice skills used to serve clients. Students engage in interactive role-play activities and create a technology-based initiative that promotes best practices. ***For MSW and MSW - Advanced Standing students only. Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent registration in SWK5014.

SWK5017 - Clinical Supervision and Leadership in Social Work Practice (4)

Students examine Advanced Generalist Social Work leadership practice, theories and skills, ethical decision-making, self-care efficacy, strategic planning, and administrative roles in social work organizations. Throughout the course, students investigate technology integration; administrative, educational, and supportive supervision; supervision procedures; conduct of supervision; and legal and regulatory guidelines. ***For MSW and MSW-Advanced Standing students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: MSW students must have completed or be currently registered in SWK5016.

SWK5018 - Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice (4)

Students gain knowledge of a synthesis of all social work practice systems. Students apply critical-thinking skills as they delve into the identification of social work values and ethics; the assessment of professional behaviors and skills; the integration of research, knowledge, human behavior, and theory; and the application and analysis of social work best practice, policy, technology, and leadership. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent registration in SWK5528.

SWK5025 - Foundation Practicum 1 (4)

This is the first course in a sequence of two required practicum courses during which students complete a minimum of 400 supervised practice education hours. Throughout the practicum, students engage in experiential learning in an agency setting and apply social work best practice theories, professional values, and practice techniques gained from their social work foundation courses. This course includes an integrative seminar that facilitates students' leadership development and technology skills with regard to entry-level generalist social work practice. ***Special permission is required for registration. Cannot be fulfilled by transfer.***

Prerequisite: SWK5014, SWK5015, completion of or concurrent registration in SWK5016. 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)

This is the second course in a sequence of two required practicum courses during which students complete a minimum of 400 supervised practice education hours. Throughout the practicum, students engage in experiential learning in an agency setting and apply social work best practice theories, professional values, and practice techniques gained from their social work foundation courses. This course includes an integrative seminar that facilitates students' leadership development and technology skills with regard to entry-level generalist social work practice. ***Cannot be fulfilled by transfer.***

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.

SWK5526 - Advanced Internship Practicum 1 (4)

This is the first course in a sequence of three required practicum courses during which students complete a minimum of 500 supervised practice education hours. Throughout the practicum, students engage in experiential learning in an agency setting and apply social work best practice theories, professional values,

practice techniques, and technology integration skills gained from their advanced generalist coursework. This course includes an integrative seminar that facilitates students' leadership development with regard to graduate-level generalist social work practice. ***Special permission is required for registration. For MSW and MSW-Advanced Standing students only. Cannot be fulfilled by transfer.***

Prerequisite: SWK5014, SWK5015, SWK5016, completion of or concurrent registration in SWK5017. MSW students 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)

This is the second course in a sequence of three required practicum courses during which students complete a minimum of 500 supervised practice education hours. Throughout the practicum, students engage in experiential learning in an agency setting and apply social work best practice theories, professional values, practice techniques, and technology integration skills gained from their advanced generalist coursework. This course includes an integrative seminar that facilitates students' leadership development with regard to graduate-level generalist social work practice. ***Cannot be fulfilled by transfer.***

Prerequisite: SWK5526 with a grade of B or higher. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date.

SWK5528 - Advanced Internship Practicum 3 (4)

This is the third course in a sequence of three required practicum courses during which students complete a minimum of 500 supervised practice education hours. Throughout the practicum, students engage in experiential learning in an agency setting and apply social work best practice theories, professional values, practice techniques, and technology integration skills gained from their advanced generalist coursework. This course includes an integrative seminar that facilitates students' leadership development with regard to graduate-level generalist social work practice. ***Cannot be fulfilled by transfer.***

Prerequisite: SWK5527 with a grade of B or higher. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details.

SWK5800 - Advanced Clinical Social Work Practice with Children and Youth (4)

Students acquire the advanced knowledge and skills required to engage in the clinical treatment of children and youth. Students examine theoretical frameworks, including developmental, ecological systems, cognitive/behavioral, and psychodynamic. In addition, students analyze assessment styles and intervention planning. Throughout the course, students use technology and leadership skills to synthesize, integrate, and apply that which they have learned to provide assessment and treatment that is grounded in professional social work ethics and best practices to children and youth. ***For MSW and MSW - Advanced Standing students only. Cannot be fulfilled by transfer.***

Prerequisite: SWK5013.

SWK5801 - Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youth (4)
Students engage in a bio-psychosocial approach to identification, screening, assessment, and diagnosis of common psychosocial problems experienced by children and youth. Students analyze etiology, recognition, and diagnosis of these problems in the context of forming social responsibility and formation of disordered behavior. Throughout the course, students apply social work best practices, leadership skills, techniques gained throughout their coursework, the most recent edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, and the use of technology to screen, assess and diagnose issues, such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, and the effects of trauma. ***For MSW and MSW - Advanced Standing students only. Cannot be fulfilled by transfer.***

Prerequisite: SWK5800.

SWK5802 - Advanced Clinical Social Work Practice with Adults (4)

Students prepare for advanced clinical social work practice utilizing multiple theoretical frameworks and technology to engage, assess, evaluate, and intervene in ethical clinical practice with adults. In addition, students use best practice skills to serve as competent clinical social work practitioners in nonprofit, for-profit, and community organizations. Throughout the course, students apply a skills-based approach; leadership in presenting and practicing the use of specific screening, assessment, and diagnostic protocols; as well as the most recent edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders to provide diagnostic formulations. ***For MSW and MSW - Advanced Standing students only. Cannot be fulfilled by transfer.***

Prerequisite: SWK5013.

SWK5803 - Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults (4)

Students engage in a bio-psychosocial approach to identification, screening, assessment, and diagnosis of common psychosocial problems experienced by adult clients. Students analyze etiology, recognition, and diagnosis of these problems in the context of the social responsibility and formation of disordered behavior. Throughout the course, students apply social work best practices, leadership skills, techniques gained throughout their coursework, the most recent edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, and the use of technology to screen, assess and diagnose issues, such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, elder abuse, and the effects of trauma. ***For MSW and MSW - Advanced Standing students only. Cannot be fulfilled by transfer.***

Prerequisite: SWK5802.

SWK5804 - Innovative Leadership and Supervision in Social Work Practice (4)

Students explore workplace dynamics, communication theory, leader's influence, and the relationship between social work best practice and leadership skills. Students also analyze the use of technology as a tool for effectively serving as administrators. ***For MSW and MSW - Advanced Standing students only. Cannot be fulfilled by transfer.***

Prerequisite: SWK5014.

SWK5806 - Advanced Clinical Practice with Psychopharmacology (4)

Students develop an understanding of the basics of psychopharmacology, the risks and benefits associated with psychotropic medications, and best practices in social work. Students gain skills necessary to address client needs within an interdisciplinary system using a biopsychosocial framework that is informed by neurobiology, psychiatric disorders, mental wellness, and psychosocial advocacy. Students develop an awareness of the historical, sociopolitical, economic, and ethical context of the administration of psychotropic medications. Additionally, students demonstrate the ability to address medication-related concerns from an advocacy lens using a range of approaches, techniques, and strategies in collaboration with clients, families, and providers. Students analyze ethical and legal issues, and the social worker's role in collaboration and communication with clients and their families. ***For MSW and MSW Advanced Standing students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

SWK5807 - Advanced Social Work Practice in Healthcare (4)

Students gain an understanding of conceptual, ethical, and practical frameworks for advanced social work practice in health care. Students investigate collaborative roles and Healthcare settings through a generalist practice social work lens. Further, students develop skills needed for assessment, engagement, and intervention with patients and their families. Students also analyze integrated behavioral health and evidence-based practices. Students develop an understanding of the United States health care system, the unique knowledge and skill base of social work in health care, the biopsychosocial/spiritual impact of illness on patients and their family members/support system and the special psychosocial needs of populations served in

medical social work. Students also analyze global healthcare practices. Students strengthen their understanding of illness, disease, accidents and trauma and their occurrence across all regions, races, socioeconomic statuses, cultures, genders, ages, and religious beliefs. Finally, students identify their own personal attitudes and experiences involving sickness, grief, and loss to facilitate increased self-awareness. ***For MSW and MSW Advanced Standing students only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

SWK8010 - Advanced Social Work Practice: Integrating Technology and Teaching in Academic and Agency Settings (4)

Students in this DSW first course develop their roles as future leaders and educators in the social work field. Students analyze theories of adult learning for the purpose of teaching in academia and creating professional development trainings in agencies. Students also evaluate technology tools used in leader/educator roles and apply the NASW code of ethics and standards for technology to course content. ***For DSW students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer or credit for prior learning.***

SWK8015 - Advanced Social Work Practice: Theoretical Perspectives (4)

Students in this course assess the role of theory in social work practice at the micro, mezzo, macro, and meta levels. Students critically appraise selected theories, perspectives, and models for relevance and evaluate the strengths and barriers regarding their application to practice. Through critical self-reflection, students identify with specific theoretical orientations, as well as demonstrate recognition and respect for others' theoretical orientations. ***For DSW students only.***

Prerequisite: Completion of or concurrent registration in SWK8010.

SWK8020 - Advanced Social Work Practice: Disaster and Crisis Management (4)

Students in this course analyze the various roles social workers take during disasters and crises (natural and man-made). Students assess how social workers must respond in an ethical and organized way to address the high and increasing number of events on the micro, mezzo, macro, and meta levels, based on theoretical models and best practices. ***For DSW students only.***

Prerequisite: Completion of or concurrent registration in SWK8025.

SWK8025 - Leadership and Management in Complex Social Systems (4)

Students in this course examine and integrate an understanding of leadership principles, skills, and applications in organizational or academic environments. Students appraise and articulate the importance of ethical competency within a leadership context as well as a complex, global society. Students investigate issues they may encounter in the field and determine how to address them through the practice of social work leadership. ***For DSW students only.***

Prerequisite: SWK8010; completion of or concurrent registration in SWK8015.

SWK8030 - Grant Writing and Administration (4)

Students in this course develop skills for the identification, writing, management, and evaluation of grants. Applying grant writing skills as social work leaders, students create mission and vision statements, develop logic models, plan budgets, and analyze evaluation plans. Students also assess how social workers in settings including academia, agency administration, and community development create funding sources, ethically manage and administer the funds, and evaluate the proposed outcomes. ***For DSW students only.***

Prerequisite: Completion of or concurrent enrollment in RSCH7860.

SWK8035 - Advanced Social Work Policy and Practice (4)

In this course, students develop the ability to advocate for and create public policy, and

evaluate how it impacts individuals, families, groups, and the community. Students assess ethical concerns; policy analysis; advocacy strategies, including cross-system collaboration; and use of needs assessments. ***For DSW students only.***

Prerequisite: Completion of or concurrent registration in SWK8020.

SWK8045 - Clinical Theories of Social Work Practice 1 (4)

Students in this course analyze clinical theories of social work based on ethical considerations, client differences, and best practice as defined by the integration of practice wisdom and scientific knowledge, to ensure proper fit between clients' needs and intervention. Students also evaluate practice model(s) for client treatment with a focus on individuals and couples, and begin to apply this knowledge to supervision of colleagues. In addition, students use research to examine cutting edge and emerging intervention strategies. ***For DSW students only.***

Prerequisite: Completion of or concurrent registration in RSCH7860, SWK8025, SWK8035.

SWK8055 - Advanced Social Work Practice in Complex Systems (4)

In this course, students examine concepts and theories through the lenses of complex systems, globalization, and the impact of technology. Students evaluate systems as entities of social control and domination in order to develop advocacy strategies for meaningful system changes. Students also assess the impact of globalization and immigration on vulnerable populations and human needs, along with strategies to address these issues, including the use of technology to advance welfare and well-being for all. ***For DSW students only.***

Prerequisite: Completion of or concurrent registration in SWK8045.

SWK8065 - Clinical Theories of Social Work Practice 2 (4)

In this course, students strengthen and apply their knowledge of clinical theories of social work based on ethical considerations, client differences, and best practice as defined by the integration of practice wisdom and scientific knowledge. Students also identify practice model(s) and apply them for client treatment as well as for supervision, with a focus on families and groups. In addition, students appraise the development of new theoretical paradigms in the age of technology. ***For DSW students only.***

Prerequisite: Completion of or concurrent registration in RSCH-V8926; SWK8055.

SWK8075 - Advanced Social Work Practitioner as a Leader of Social Change (4)

Students in this course articulate their individual leadership philosophies, styles, skills, and approaches to effective leadership. Students evaluate policy, practice, programs, and the use of technology at all levels in the social work field, while evaluating social change strategies and approaches. Students identify the use of self as they develop professional skills of influence and mobilization for change to better advocate for client groups at all levels. Students create an individual plan for their continued self-development as leaders in the field of social work. In addition, students demonstrate knowledge of lobbying, advocacy strategies, program evaluation, and ethical issues and concerns. ***For DSW students only.***

Prerequisite: Completion of or concurrent registration in RSCH7868, SWK8065.

TS - Technology Systems

TS8535 - System and Application Security Advances (4)

This course presents advances in ensuring system and application security and the ways they help decision makers accurately gauge, estimate, and examine the impact of implementing various system and application security protection mechanisms. Students evaluate emerging information security protection research and identify the potential advantages and disadvantages of protecting system and application security. ***Cannot be fulfilled by transfer.***

TS8537 - Assurance Controls and Compliance Management (4)

This course provides an overview of the management processes and organizational controls needed to ensure data protection.

Students review federal, state, and other governmental and industry standards that companies must follow to be compliant in safeguarding data. Students analyze the depth and breadth of compliance management research and investigate different approaches to data protection control and compliance. ***Cannot be fulfilled by transfer.***

TS9919 - Doctoral Comprehensive Examination (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Students write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, students are eligible to register for the first dissertation course. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better; completion of practicum courses, if applicable; fulfillment of all residency requirements.

TS9960 - Dissertation Courseroom (3)

This course provides students with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Special permission is required for registration. Grading for this course is S/NS. Students must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: TS9919.

FlexPath (-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)

This course emphasizes the application of advanced accounting techniques to organizational situations. This includes the function of budgetary systems in organizational planning, management, and control, and the application of a systems approach to budgeting.

Prerequisite: MBA-FPX5010.

ANLY-FPX - Analytics FlexPath

ANLY-FPX5510 - Advanced Business Analytics (2)

In this course, students apply advanced analytics techniques to provide insight about a business and its customers including regression, classification, and nonparametric techniques. Students apply data visualization and other tools to effectively present the results of data analysis and recommendations to management.

ART-FPX - Art FlexPath

ART-FPX1000 - Understanding the Art Around Us (3)

Students identify the basic components and forms of art as well as the themes, visual elements, and principles of art design. Students identify modern artistic tools used in creative expression.

BHA-FPX - Bachelor of Science in Health Care Administration FlexPath

BHA-FPX2002 - Evolution of Healthcare Delivery in the United States (1.5)

Students gain a historical view of the evolving U.S. healthcare system to understand the challenges and successes from a private and public health perspective. Students investigate healthcare innovations, regulatory agencies, technology, and medical education. Students examine the ever-changing continuum of care and how it relates to medical practice and industry growth. ***Students who have received credit for BHA-FPX4002 may not take BHA-FPX2002.***

BHA-FPX2003 - Current Trends and Future Directions in Healthcare Management (1.5)

Students analyze developments in healthcare policy and management to better understand the present and future state of the U.S. healthcare system. Students review trends in legislation, technology, and innovation that impact the future of healthcare policy, reform, and regulatory issues. Students explore how these changes are bringing new roles and responsibilities to the healthcare industry. ***Students who have received credit for BHA-FPX4003 may not take BHA-FPX2003.***

BHA-FPX2006 - Healthcare Regulation and Regulatory Affairs (3)

Students examine health care laws at local, state, and federal levels, and identify how these laws affect patient rights, care and confidentiality; human resources; and organizational and professional licensure. Students also develop the skills necessary to meet the requirements of governing bodies. Additionally, students investigate fraud and abuse, risk management, business ethics, and corporate compliance. ***Students who have received credit for BHA-FPX4006 may not take BHA-FPX2006.***

BHA-FPX2102 - Leadership and Communication in Healthcare Management (3)

Students develop their personal leadership style in a professional healthcare setting and describe how different communication styles can impact teamwork and collaboration. Students build their knowledge, skills, and competence and apply leadership strategies to resolve workplace conflicts through authentic, real-world scenarios. ***Students who have received credit for BHA-FPX4102 may not take BHA-FPX2102.***

BHA-FPX2106 - Health Information Management in Healthcare Organizations (3)

Students integrate essential informatics concepts into healthcare administration and to manage the healthcare information lifecycle. Students analyze information system applications to make

evidence-based decisions that maximize the efficiency and quality of departmental workflow. Students also examine the application of methods to improve the management of patient data, clinical knowledge, population data, and other information relevant to patient care and community health. ***Students who have received credit for BHA-FPX4106 may not take BHA-FPX2106.***

BHA-FPX2110 - Healthcare Operations and Process Improvement (3)

Students gain an understanding of how to make hospitals and clinics operate more efficiently and give the best care possible to patients. They explore how to solve real-life problems with supply management, building setup, quality of care, and resource planning. Students gain insight into the best practices for reducing waste, cutting costs, improving quality, and using new technology effectively. ***Students who have received credit for BHA-FPX4110 may not take BHA-FPX2110.***

BHA-FPX3001 - Essentials of the Healthcare System (3)

Students build and strengthen the knowledge, skills, and abilities needed to succeed in their program and in the workplace. Students engage in interactive activities that help them develop and demonstrate a health care perspective and expand their academic success strategies including organizational, critical thinking, and problem-solving skills. Students also develop and understanding of ethics, information literacy, and effective writing. ***Must be taken during the student's first quarter. Cannot be fulfilled by transfer or credit for prior learning.***

BHA-FPX3004 - Ensuring Patient Safety and Quality Improvement in Healthcare (3)

Students examine quality improvement and risk management in healthcare. Students apply various models to increase the quality of patient care and outcomes, decrease the risk of litigation, and effect positive change. Throughout the course, students gain an understanding of how to prepare a quality dashboard utilizing common quality improvement tools, including statistical analysis; Plan, Do, Check, Act (PDCA); Six Sigma; and Rapid Cycle Improvement.

BHA-FPX3008 - Financial Management for Healthcare Organizations (1.5)

Students acquire an understanding of inventory control, budgeting, financial statements, and reporting. Students also demonstrate competence in preparing budgets for their scope of responsibility as healthcare professionals.

BHA-FPX3009 - Healthcare Financing and Reimbursement Models (1.5)

Students analyze current trends and traditional methods of payment in the healthcare industry. In particular, students examine hospital, physician, third-party, state, and federal reimbursement systems and gain an understanding of the organizational revenue cycle process and payor contracting.

BHA-FPX3010 - Introduction to Healthcare Research Methods (3)

Students examine healthcare research methodologies to assess access, quality, and cost as well as related marketing research and planning. In particular, students strengthen their knowledge of quantitative, qualitative, and mixed-methods research designs in order to better understand the needs, expectations, and social norms involved within the healthcare delivery system.

BHA-FPX3108 - Population Health Management Strategies (3)

Students investigate epidemiology and its patterns, causes, and effects relative to health and disease conditions across identified populations. Students identify evidence-based approaches to promote wellness, disease management, and evolving financial reimbursement strategies. In addition, students gain an understanding of critical factors associated with accountable care organizations and formulate applied research strategies focused on patient engagement.

BHA-FPX3112 - Introduction to Healthcare Economics (3)

Students gain an understanding of the uniqueness of the economics of healthcare. Students examine the history of how healthcare is delivered and paid for and evaluate current

trends in the healthcare industry such as changes in technology, legal and regulatory issues, and government policies. Students also develop an understanding of the challenge of deciding the cost of care and providing high quality care as efficiently as possible.

BHA-FPX4020 - Health Care Administration Capstone Project (3)

The capstone project is the culmination of the BS in Health Care Administration degree program. Students demonstrate the technical and applied health care administration knowledge and the critical thinking and communication skills needed to effectively influence a dynamic health care environment, develop innovative solutions for managing U.S. health care systems, and apply continuous improvement and quality management processes to improve organizational and patient outcomes. ***For BS in Health Care Administration, FlexPath option students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

BHA-FPX4104 - Strategic Leadership and Workforce Planning in Healthcare (3)

Students analyze innovative solutions to strategic, tactical, and operational issues in managing healthcare systems. Students gain an understanding of talent management, critical thinking, and strategic analysis. Students identify leadership qualities that promote high-performance teams and discover smart ways to solve problems in healthcare. Additionally, students develop skills in organizational development, productivity management, and healthcare planning and marketing.

BIO-FPX - Biology FlexPath

BIO-FPX1000 - Human Biology (3)

In this course, students examine the integrative relationship between human biological systems and the social sciences, arts, and communications. Students build and apply an understanding of topics such as human anatomy, nature versus nurture, biological psychology, human disease, and concepts related to ancestry and biology. Students also evaluate the accuracy of biological topics in the media. The course also includes lab experience.

BIO-FPX1100 - Nutrition for Everyone (3)

Students acquire an understanding of the biological processes of digestion. They identify key nutritional information for foods and describe the health impacts of imbalances of essential nutrients. In addition, students identify food for healthy menus based on nutrient requirements for different populations. ***Students who have received credit for NHS1020 may not take BIO-FPX1100.***

BUS-FPX - Business FlexPath

BUS-FPX1011 - Management Fundamentals (1.5)

Students gain an understanding of the basic ideas of management and how they apply to organizations. Students examine how planning, organizing, controlling, and leading are important for managers. They also compare current management methods and future trends. Students gain an understanding of how to use management skills in all types of careers. ***Students who have received credit for BUS-FPX3011 may not take BUS-FPX1011.***

BUS-FPX1050 - Principles of Microeconomics (3)

Students gain an understanding of the optimizing behavior of individual consumers and firms. They explain the relationship between individual decisions in terms of the efficiency and fairness of markets and market outcomes. Additionally, students identify microeconomic principles found in real-world situations.

BUS-FPX2007 - Introduction to Business Perspectives (3)

Students build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Students engage in interactive activities that help them develop and demonstrate a business perspective and expand their organizational, research, and critical-thinking skills. Other topics include ethics, team relationships, project creation, and writing effectively for business. ***For BS in Business students only. Students who have received credit for BUS-FPX3007 may not take BUS-FPX2007. Students may only earn credit for BUS2003 or BUS-FPX2007. Cannot be fulfilled by transfer or credit for prior learning.***

BUS-FPX2012 - Leadership Fundamentals (1.5)

Students examine the principles of leadership behavior and their application in business and community settings. Students develop and demonstrate awareness of the characteristics, styles, and practices necessary for effective leadership. ***Students who have received credit for BUS-FPX3012 may not take BUS-FPX2012.***

BUS-FPX2021 - Business Law Fundamentals (1.5)

Students explore and articulate the influences on businesses of statutory, contract, and legal entity law. Students evaluate the historical underpinnings and origins of the court system's ability to adjudicate commercial disputes. Students also develop and demonstrate their legal vocabulary, an understanding of core legal concepts, and basic legal research skills. ***Students who have received credit for BUS-FPX3021 may not take BUS-FPX2021.***

BUS-FPX2030 - Marketing and Sales Fundamentals (3)

Students investigate the fundamentals of marketing and sales, including market research and planning, product differentiation and positioning, marketing communications, differences between consumer and business markets, and relational marketing and sales strategy. Students demonstrate course competencies by preparing and presenting a marketing and sales plan and a corresponding marketing and sales strategy for a simple product offering. ***Students who have received credit for BUS-FPX3030 may not take BUS-FPX2030.***

BUS-FPX2061 - Accounting Fundamentals (1.5)

Students gain an introduction to the accounting function in modern business organizations. Students define accounting terminology and explore its application to accounting principles. Students also apply accounting cycle strategies to business financial events and prepare financial statements from accounting system data. ***Students who have received credit for BUS-FPX3061 may not take BUS-FPX2061.***

BUS-FPX2062 - Finance Fundamentals (1.5)

Students gain and apply finance basics including the time value of money concepts, stock and bond valuation techniques, and capital budgeting processes. Students also demonstrate ways the relationship of domestic and global financial environments affect financial markets. ***Students who have received credit for BUS-FPX3062 may not take BUS-FPX2062.***

BUS-FPX3022 - Fundamentals of Supply Chain Management (1.5)

This course is an introduction to modern concepts and practices of efficient supply chain management. Students build their knowledge of and demonstrate the relevance of supply chain design in support of organizational strategy and explore ways to manage an effective supply chain. Through the use of case studies, students also analyze existing supply chain systems and recommend improvements.

BUS-FPX3040 - Fundamentals of Human Resource Management (3)

This course is a survey of the human resources management (HRM) field and its function and role in the organization. Students develop their knowledge of fundamental HRM principles and demonstrate competencies in areas such as compensation and benefits, legal requirements, and training and development.

BUS-FPX3050 - Fundamentals of Organizational Communication (3)

This course helps students develop and demonstrate competence in their understanding and application of the fundamentals of organizational communication; the interrelationship of organizational communication, symbols, culture, and performance; effective communication practices in relationships internal and external to the enterprise; and ways these factors contribute to successful organizational performance. Students also analyze ways organizational communication factors are interrelated and function in an enterprise.

BUS-FPX3121 - Healthcare Management Ethics (3)

Students explore how healthcare management is influenced by ethical theories, personal values, market forces, and community and organizational factors. Students create a final project that includes applying case studies, interviewing a healthcare professional, and reflecting on key takeaways and how this learning experience can impact and influence their career. Students showcase their understanding of ethical practices in healthcare management through this hands-on project.

BUS-FPX4011 - Virtual Team Collaboration (3)

Students gain knowledge of and examine practical communication and collaboration skills necessary for effective participation in and leadership of teams in a virtual networked context. Students also analyze various forms of collaborative leadership and participate in collaborative leadership experiences within a virtual networked organizational setting.

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4012 - Leadership in Organizations (3)

Students create effective theories of leadership in the networked enterprise at different organizational levels and from different perspectives. Students develop and demonstrate their knowledge of the skills that support personal characteristics of effective leaders, such as coaching strategies, personal integrity, trustworthiness, courage and generosity, and an ability to encourage others to participate in leadership.

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4013 - Organizational Structure, Learning, and Performance (3)

Students analyze organizational structures and their influence on organizational intelligence, learning ability, and the practical performance of an enterprise. The course includes an emphasis on the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. Students evaluate a case study that illustrates the interrelatedness of organizational structure, learning, and performance in order to create a model of a high-performance organization.

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4014 - Operations Management for Competitive Advantage (3)

Students gain an understanding of operations management. Students analyze strategic product and service design, major capacity and location decision-making processes, and process and control system operations. Students use case studies to build a working knowledge of the important concepts and decision-making tools.

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4015 - Strategic Planning and Implementation (3)

Students develop their understanding of strategic planning and implementation using case studies and simulations of various business planning processes and by exploring the unpredictable dimension of strategic business planning. Students show how integrating unplanned developments into existing strategy is an important part of real-world strategic planning.

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4016 - Global Business Relationships (3)

Within an international business research framework, students use selected case studies and complementary theory to build and demonstrate a broad understanding of international business. Students analyze multiple dimensions of international business including cultural; business structure; finance and trade; technology and communications; and political,

economic, and legal perspectives to determine patterns and hierarchies in international business cultures.

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4024 - Customer Behavior (3)

Students demonstrate their knowledge of ways customers acquire, use, and dispose of goods and services. Students analyze the buyer behavior of individual consumers and evaluate the influence demographics and culture have on buyer behavior. Students also assess the managerial application of consumer behavior concepts, including current issues associated with ethics, regulation, and the role of technology.

Prerequisite: BUS-FPX2030.

BUS-FPX4043 - Compensation and Benefits Management (3)

Students investigate theories related to compensation and reward systems in organizations and the practices used to create and maintain these systems. Students create a base benefit plan, evaluating incentive programs, and analyzing the effects of laws and regulatory agencies on compensation and benefits strategies. Students also demonstrate a working knowledge of social and legal issues pertaining to compensation and of the skills organizations need to maintain competitive HR functions.

Prerequisite: BUS-FPX3040.

BUS-FPX4044 - Legal Issues in Human Resource Management (3)

In this course, students identify the scope and purpose of the legal framework of an enterprise. Students analyze the effects of legal issues on an organization's human resource management function. Students also create strategies for managing legal issues and identify ways to implement them.

Prerequisite: BUS-FPX3040.

BUS-FPX4045 - Recruiting, Retention, and Development (3)

Students investigate strategies for recruiting, selecting, and retaining top talent in support of the strategic needs of an organization. Students analyze talent and acquisition strategies within the context of laws and regulations and explore current recruitment and selection techniques.

Prerequisite: BUS-FPX3040.

BUS-FPX4046 - Employee and Labor Relations (3)

Students investigate the dynamics of creating a mutually beneficial relationship between employer and employee, including maintaining legal compliance and cultivating positive employee morale. Students analyze and explain factors that affect the relationships between employees and organizations and how workplace policies can influence ethically and legally sound human resource management practices. Students also evaluate the impact of labor unions on the organization.

Prerequisite: BUS-FPX3040, BUS-FPX4045.

BUS-FPX4047 - Employee Training and Development (3)

In this course, students assess and apply strategies of building effective training solutions that support an organization's human resource management goals. Students identify business strategies that lead to measurable and meaningful performance results, and gain and practice a deeper understanding of learning organizations.

Prerequisite: BUS-FPX3040.

BUS-FPX4048 - International HR Management Issues (3)

This course is an introduction to human resource management (HRM) in multinational corporations. Students analyze global issues that affect HRM practices and investigate the role of culture and its influence in these organizations.

Prerequisite: BUS-FPX3040.

BUS-FPX4060 - Financial Accounting Principles (3)

Students identify financial accounting principles and ways accounting information is used to assess an organization's financial performance. Students evaluate the relationship between business events and accounting systems and analyze an organization's financial structure.

Prerequisite: BUS-FPX2061.

BUS-FPX4061 - Managerial Accounting Principles (3)

In this course, students identify the role of accounting as it relates to managing an organization, then analyze accounting systems and financial statements. Students also apply sound budgeting and time value of money principles from a managerial perspective.

Prerequisite: BUS-FPX4060.

BUS-FPX4062 - Intermediate Financial Accounting Topics and Trends (3)

Students in this course develop and exercise a working knowledge of financial accounting theory and practice using Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) pronouncements. Students acquire financial reporting skills and apply financial statement conceptual frameworks to prepare financial statements.

Prerequisite: BUS-FPX4060.

BUS-FPX4063 - Advanced Financial Accounting Topics and Trends (3)

In this course, students analyze and apply advanced financial accounting concepts and consolidated financial statement information. Students also evaluate the influence of global money markets and demonstrate knowledge of partnership and corporate accounting issues and governmental entities.

Prerequisite: BUS-FPX4062.

BUS-FPX4064 - Cost Accounting for Planning and Control (3)

This course emphasizes the role of cost and managerial accounting in the planning, control, and performance evaluation of business organizations. Students examine the theory and practice of business control and identify strategic aspects within business decision cycles.

Prerequisite: BUS-FPX4061.

BUS-FPX4065 - Income Tax Concepts and Strategies (3)

In this course, students build and strengthen their knowledge of fundamental concepts of individual, partnership, and corporate income taxation and tax-related transactions. Students examine events that affect tax decisions, apply tax guidelines, and analyze tax forms.

Prerequisite: BUS-FPX4060.

BUS-FPX4068 - Contemporary Auditing Using Investigative Accounting Practices (3)

In this course, students analyze the various types of financial and forensic audits, and the environment surrounding financial and forensic auditing. Students also assess the background, practice and methods of conducting an audit, and ancillary services offered during an examination. Finally, students use previously acquired accounting knowledge and investigative skills to render opinions and answer financial questions.

Prerequisite: BUS-FPX4063.

BUS-FPX4070 - Foundations in Finance (3)

Students analyze principles of financial decision making and ways global economic conditions affect financial theory and decision-making processes. Students also evaluate and apply finance principles using financial tools.

Prerequisite: BUS-FPX2062.

BUS-FPX4801 - Ethics and Enterprise (3)
The focus of this course is on the economic, social, and environmental effects of business decisions and policies. Students identify significant ethical issues affecting today's international business environment and evaluate how businesses have responded to them through policy development.

Through case studies and examples of current business practices, students analyze successful and unsuccessful strategies for establishing ethical standards and corporate social responsibility.

BUS-FPX4802 - Change Management (3)

In this course, students acquire and demonstrate change management competencies by exploring change dynamics and identifying ways to facilitate change. In addition, students identify knowledge and skills required to lead, facilitate, and support change management. Case studies help students gain an understanding of the unfolding dynamics of planned and unplanned change in organizations from the multiple perspectives of various stakeholders. Trust building, fear containment, and broad participation in the change process receive special attention.

BUS-FPX4993 - Business Capstone Project (3)

The capstone project is the culmination of the BS in Business degree program. Students demonstrate their technical and applied business knowledge and competencies along with critical-thinking and communication skills. Students also formulate ideas for a new business product or service, create a vision, and develop a strategic plan that describes how to implement their concept. ***For BS in Business FlexPath option students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

COM-FPX - Communication FlexPath

COM-FPX1150 - Introduction to Digital Information and Literacy (3)

In this course, students build their knowledge of digital and information literacy and technological tools to stay organized, be well-informed, maximize their time, and stand out personally and professionally in the workplace. Students use computers, software, and online tools to effectively complete a task, apply digital tools and organization techniques to effectively create timelines and set priorities, and investigate organizational strategies to maximize productivity, while leveraging information literacy strategies to ensure accuracy and evidence-based support for their work.

COM-FPX1250 - Workplace Communication (3)

Students consider everyday communication failures and discuss communication best practices to understand how to communicate well. Students build strong communication skills to help them easily share ideas, work with others, and reach their goals. They also connect how these skills can address obstacles and resolve conflict. Lastly, students practice these skills by taking part in different workplace scenarios.

COM-FPX1650 - Presenting in Virtual Spaces (3)

Students gain an understanding of the basic requirements of an effective speech. They develop skills to present information with clear organization and purpose while using a tone appropriate to the audience. In addition, students demonstrate skill with presentation software.

COM-FPX2200 - Social Media Communication (3)

Students use terms and concepts to understand and improve social media communication. They communicate via social media tools and content. In addition, students identify audience reactions to content and identify factors leading to audience engagement.

COM-FPX2300 - Visual Communication (3)

Students develop an understanding of how visual elements communicate meaning. Students use technology to communicate with visual aids. They identify visual communication concepts and explain how people perceive and interpret images. In addition, students assess their personal communication strengths and weaknesses and understand how to use visuals to enhance and improve communication.

COM-FPX3700 - Conflict Resolution (3)

In this course, students identify and analyze the factors that promote conflict and apply the fundamental skills and tools used to resolve conflict in personal and professional situations.

CSC - Computer Science FlexPath

CSC-FPX4010 - Principles of Programming Languages (3)

Students explore the fundamental concepts of modern programming languages, such as Java, Python, C++/C#, Kotlin, and Rust. Students gain an understanding of principal language characteristics, including functional, imperative, and object-oriented paradigms; syntax specifications and semantic models; data typing, binding, and scoping; flow control structures and data operations; parameter passing and higher-order functions; and memory management. Students engage with the practices and techniques of implementing programming languages through the creation of an interpreter for a simple bespoke language.

Prerequisite: IT-FPX2249.

CSC-FPX4020 - Algorithms and Data Structures (3)

Students explore the design, implementation, and application of data structures and computing algorithms. Students gain an understanding of data encapsulation constructs, including linked lists, stacks, queues, hashes, trees, and graphs. Students apply techniques for sorting and searching; recursive, divide-and-conquer, greedy, and heuristic solving; graph traversal; memorization; and dynamic programming algorithms. Students practice approaches for performing analysis of run-time complexity and NP-completeness.

Prerequisite: IT-FPX2249, IT-FPX2230; MAT-FPX1200 or MAT-FPX2200.

CSC-FPX4030 - Introduction to Machine Learning (3)

Students investigate modern techniques and workflows for training, testing, and applying machine learning models in this introductory course. Students gain an understanding of industry standard ML frameworks, including TensorFlow, PyTorch, and Keras. Students explore foundational training methodologies such as supervised, unsupervised, and reinforcement learning; neural and deep-neural networks; and clustering and ensemble methods. Students utilize open-source image and structured data sets to evaluate the effects of over-fitting and generalization on model performance.

Prerequisite: IT-FPX2249; MAT-FPX1200 or MAT-FPX2200.

CSC-FPX4040 - Computer Vision (3)

Students explore the fundamentals of computer vision algorithms using industry standard open-source tools and frameworks, including OpenCV. Students gain an understanding of foundational image processing techniques for feature detection, matching, and tracking. Students practice techniques for image convolution, classification, and segmentation.

Prerequisite: IT-FPX2249; MAT-FPX1200 or MAT-FPX2200.

CSC-FPX4900 - Computer Science Capstone 1 (3)

In this first of two courses, students apply knowledge and skills from other courses as they develop a project that benefits an organization, community, or industry. Students prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, students execute the proposal, complete deliverables to meet the needs of the client, and produce a final product. ***For BS in Computer Science students only. Must be taken during the student's penultimate quarter. Cannot be fulfilled by transfer or credit for prior learning.***

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)

In this second of two courses, students continue to apply knowledge and skills from other courses as they complete a project that benefits an organization, community, or industry. Students prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, students execute the proposal,

complete deliverables to meet the needs of the client, and produce a final product. ***For BS in Computer Science students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: CSC-FPX4900.

DB-FPX - Doctor of Business Administration FlexPath

DB-FPX8400 - Your DBA Journey (3)

In this first course, students analyze the components of a business problem. Students use critical thinking models and practices, including the role of assumptions, to identify business problem scenarios. Students practice professional- and business-writing, acquire library skills, network with peers and doctoral support services, and learn new technological and reflective tools for further development and independent thought. ***Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

DB-FPX8405 - Effective Organizational Leadership (3)

Students in this course investigate business problems in information systems, management, and marketing experienced by leaders. Students examine models and theories found in current scholarly and practitioner literature. Additionally students analyze project-based problem solving.

DB-FPX8410 - Addressing Problems in Human Resources and Compliance (3)

In this course, students analyze project-based concepts in human resources, business law, business ethics, and re-skilling of talent pools in the global environment. Students examine business ethical compliance using value- and rule-based argumentation. Students evaluate secondary data sources to perform due diligence when creating objective, fact-based, unbiased analyses.

DB-FPX8415 - Strategic Decision Making (3)

In this course, students identify strategic decision-making models and theories to assist in solving business financial problems. Students apply economic and managerial accounting data and management theories to business strategy decisions. Students cultivate skills using decision and visualization tools, logic frameworks, and intuitive knowledge. Additionally, students gain an understanding of gap analysis within the project perspective.

DB-FPX8420 - Teaching Business in Higher Education (3)

In this course, students develop a personal teaching philosophy regarding teaching practices, methods, models, and strategies within the fields of business and supply chain management. Students create instructional plans and measurable assessments for higher business education within adult-learning frameworks. Additionally, students write portions of business courses and assess curriculum.

DB-FPX8610 - Leadership Theory and Practice (2)

In this course, students analyze the literature on leadership styles and theories, as well as more practical aspects of creative thinking. Throughout the course, students cultivate their literature knowledge with scholarly and practical content from completed research studies. Students also identify gaps in practice using established methods of gap analysis and consider specific actionable responses to the gaps. Students investigate an array of leadership project ideas and current scenarios based on real world problems as found in the business literature. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8420.

DB-FPX8620 - High Performance Leadership (2)

Students in this course analyze the leadership concepts surrounding high performance leadership. Students identify the concepts of reskilling management using the frameworks and theories within human resource management toward creating high performing teams and leaders. Students gain an understanding of high performing teams, high performance work

practices, and various leadership development methods. Students examine the values, thinking, and practices that need to be developed to be a high-impact leader. Students discover ways to create meaningful and measurable outcomes as leaders. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8610 or DB-FPX8710.

DB-FPX8630 - Catalysts for Change (2)

In this course, students examine literature within the leadership concepts surrounding changing employee behaviors, enterprise agility, agile workforce transformation, and leading complex change. Students investigate unique frameworks and tools proven to assist in creating a project about leading teams for growth and change, leading through crises, leading transformational change, and other relevant and current topics in leadership. Students gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8620 or DB-FPX8720.

DB-FPX8640 - Seminar: Leadership Topic Development (3)

In this course, students create an individualized project topic within the specialization of organizational leadership using the capstone template. Students write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Students identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Completion of a signature assignment (topic approval) is required for successful completion of this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8630, RSCH-FPX7860, RSCH-FPX7864, RSCH-FPX7868.

DB-FPX8650 - Seminar: Leadership Literature Review (3)

In this course, students write the literature review for their individual projects. Students create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Completion of a signature assignment (capstone literature review approval) is required for successful completion of this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8640.

DB-FPX8710 - Strategy and Innovation: Theorizing, Crafting, Executing (2)

In this course, students analyze the literature on strategy and innovation theories, as well as more practical aspects of creative thinking. Throughout the course, students cultivate their literature knowledge with scholarly and practical content from completed research studies. Students identify gaps in practice using established methods of gap analysis to consider specific actionable responses to the gaps. Students investigate an array of strategy and innovation project ideas and current industrial, product-based, or market-based scenarios. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8420.

DB-FPX8720 - Strategic Digital Transformation (2)

Students in this course analyze the literature within the strategic concepts surrounding digital transformation. Students investigate unique frameworks and tools proven to assist in creating a strategic, competitive plan for successfully leading in the digital business marketplace. Students create abbreviated proposals based on problems found within a variety of digital ecosystems to conceptualize valid and meaningful project ideas. Students identify how research techniques fit into project planning and managing for digital change. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8610 or DB-FPX8710.

DB-FPX8730 - Managing Innovation, Design, and Creativity (2)

In this course, students identify how leaders use creativity to design strategies, and examine innovative practices that drive companies to success. Students investigate unique frameworks

and tools proven to assist in creating a project about corporate model innovation, strategies for leveraging ecosystems, innovative workspaces, design thinking and creativity, customer focused innovation, and other relevant and current topics in strategy and innovation. Students gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8620 or DB-FPX8720.

DB-FPX8740 - Seminar: Strategy and Innovation Topic Development (3)

Students in this course create an individualized project topic within the specialization of strategy and innovation using the capstone template. Students write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Students identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Completion of a signature assignment (topic approval) is required for successful completion of this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FP8730, RSCH-FPX7860, RSCH-FPX7864, RSCH-FPX7868.

DB-FPX8750 - Seminar: Strategy and Innovation Literature Review (3)

In this course, students write the literature review for their individual projects. Students create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Students must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8740.

DB-FPX8840 - Seminar: General Management Topic Development (3)

In this course, students create an individualized project topic within the specialization of general management using the capstone template. Students write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Students identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Completion of a signature assignment (topic approval) is required for successful completion of this course. ***Cannot be fulfilled by transfer.***

Prerequisite: RSCH-FPX7860; DB-FPX8630 or DB-FPX8730, RSCH-FPX7864, RSCH-FPX7868.

DB-FPX8850 - Seminar: General Management Literature Review (3)

In this course, students write the literature review for their individual projects. Students create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Students must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8840.

DB-FPX9801 - Proposal Writing (3)

In this course, students select their project method, data analysis technique, scholarly framework, and participant pool for their project. Students utilize previous course learning, artifacts, and tools to create an individualized project proposal, including an appropriate data collection plan and Institutional Review Board (IRB) screening form, while conducting tests and reviews of data collection instruments. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8650 or DB-FPX8750 or DB-FPX8850.

DB-FPX9802 - Data Analysis Practice and IRB Approval (3)

Students gain the knowledge and skills necessary to collect data using appropriate, ethical, and structured processes as described in an approved project proposal (collection may occur if IRB

approval is received). Throughout the course, students analyze datasets and writing results. Students seek and identify potential communities of interest for project result dissemination. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX9801.

DB-FPX9803 - Project Results (3)

Students complete data collection and analyze and write the results, findings, implications, and conclusions of their projects. Students finalize their overall project template and submit it for review and approval. Additionally, students build a plan for presenting the results of their project. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX9802.

DB-FPX9804 - Final Reviews and Presentation (3)

Students integrate feedback from multiple reviewers to improve and enhance their project into a final, school-approved study. Students assess the artifacts and items included in the required e-portfolio. Additionally, students write an abstract for dean approval and present a poster session to practice the dissemination of research findings. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX9803.

DB-FPX9980 - Doctoral Project Development (2)

This course provides students with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Students analyze, critique, and integrate information into the design and implementation of their project. ***For DBA, FlexPath option students only. Special permission is required for registration. Cannot be fulfilled by transfer.***

ECO-FPX - Economics FlexPath

ECO-FPX1150 - Personal Economics: Introduction to Financial Planning (3)

Students analyze the fundamental principles of economics and personal finance. Throughout the course, students investigate concepts such as supply and demand, budgeting, and financial decision-making. Students gain the knowledge and skills necessary to visualize data and apply economic reasoning to everyday situations.

EDD-FPX - Doctor of Education FlexPath

EDD-FPX8010 - Foundations of Doctoral Studies in Education (2)

In this course, students gain understanding of the EdD program and insights into how cycles of inquiry and systems thinking are utilized to address problems of practice. Additionally, students engage in critical thinking and communication while reflecting on their own personal learning and growth. ***Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

EDD-FPX8020 - The Dynamics of Organizational Improvement (2)

This course provides an introduction to fundamental systems principles and skills of leadership in organizations with a focus on continuous organizational learning and improvement processes. Students use basic principles of systems thinking, systems mapping, and approaches to inquiry cycles in relation to leadership processes and organizational change. In addition, students apply disciplines of learning organizations and a change model to a problem of practice to real-world leadership challenges. ***Cannot be fulfilled by transfer.***

EDD-FPX8030 - Investigating Problems of Practice (2)

In this course, students examine continuous improvement models, engage in an inquiry cycle, develop skills of data and information literacy, and collaborate with stakeholders to assess organizational needs and dynamics. Students identify an organizational issue, collect and analyze relevant data, and develop valid inferences. Students document the process utilized to tell the story of their research as a way to effectively share with stakeholders. This course requires obtaining an organizational site and completing site-based-related assignments. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8010, EDD-FPX8020.

EDD-FPX8040 - Research Design for Practitioners (2)

In this course, students are introduced to research approaches, designs, and methods with a focus on the needs of educational leaders. Students assess conceptual and theoretical foundations of quantitative, qualitative, mixed methods, and action research designs and analyze a variety of research literature and journal articles through the lens of a practitioner. Students acquire the knowledge necessary to assess the applicability of research and theoretical literature to practice and become critical consumers of research. Students apply course concepts to the design of an action research study relevant to the student's organization. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8020.

EDD-FPX8050 - Data Literacy for Leaders (2)

In this course, students apply the data literacy skills required by leaders for effective organizational planning, decision making, and communication with stakeholders. Students examine skills such as data interpretation, data aggregation and disaggregation, transformation of data, use of multiple data sources, analysis, statistical techniques, and selection of appropriate metrics for the intended purpose. Students also utilize technology to process data and present and communicate results. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8020, EDD-FPX8030, EDD-FPX8040.

EDD-FPX8520 - Educational Leadership by Design (2)

Students in this course continue the study of systems thinking and foundational leadership concepts and apply them to workplace environments. Students examine systems thinking, use of systems tools, and inquiry and design cycles as ways to maximize available resources to solve problems under conditions of uncertainty and ambiguity. This course emphasizes the importance of evidence-based reasoning and critical analyses as essential skills of practitioners who plan action research interventions or engage in the design and implementation of any improvement process. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8020.

EDD-FPX8522 - Leading a Culture of Learning (2)

Students evaluate the role of culture in supporting an organization's ability to learn, improve, and successfully adapt to a changing environment, and the leader's role in shaping it. Students analyze patterns of behaviors within organizations, as well as the knowledge, skills, and dispositions of the inclusive leader that support organizational development and improvement. Additionally, students examine their roles in achieving the goals of a learning organization. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8520.

EDD-FPX8524 - The Future of Educational Leadership (2)

Students in this course demonstrate leadership skills that support the ability to exercise influence regardless of position in an organization and the importance of deep knowledge and understanding of internal and external environmental factors impacting an educational organization. This course emphasizes ongoing learning about current research and future trends in education in a rapidly changing environment. Students also examine social influence and communication skills, commitment rather than compliance, empowerment of others, creative practice, and management of self, along with a robust professional knowledge base as they consider ways to build the capacity of an organization to envision its future. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8520.

EDD-FPX8526 - Change Leadership in a Learning Organization (2)

In this course, students evaluate leading and managing organizational change processes. Students evaluate several change models, and examine the theory and practice of change leadership and the application of collaboration and communication skills that lead to organizational learning and desired outcomes. Students apply knowledge of systems thinking and tools, organizational development principles, and research methods to planning, implementing, and monitoring improvement interventions. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8520.

EDD-FPX8528 - Assessment and Evaluation in the Learning Organization (2)

In this course, students examine the varied purposes of evaluation and evaluation models and how and when to apply them. Evaluation and assessment processes are framed as learning tools leading to new knowledge and understanding with a focus on emergent and evidence-based recommendations to determine next steps leading to ongoing cycles of continuous improvement. The course emphasizes reflective practice, data literacy, research reasoning, and habits of mind as leadership characteristics that support a continuous personal and organizational learning process. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8520, EDD-FPX8522, EDD-FPX8524, EDD-FPX8526.

EDD-FPX9951 - EdD Doctoral Project 1 (2)

In this course, students collaborate with stakeholders at their doctoral project sites to collect evidence and share relevant literature to identify and frame a chosen problem of practice. Students demonstrate inquiry, analysis, communication, and leadership skills as well as the ability to evaluate and interpret organizational data to determine performance gaps and root causes. Students increase knowledge and understanding of a problem and the factors that impact it in order to develop a problem statement for their doctoral project. Students also secure the commitment of their project site to conduct their applied improvement project. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8050, EDD-FPX8528.

EDD-FPX9952 - EdD Doctoral Project 2 (2)

In this course, students collaborate with stakeholders at their doctoral project site to begin to develop a potential intervention that addresses a problem of practice. Students develop an in-depth literature review that synthesizes relevant theory and best practices pertaining to the problem and the proposed solution and begin to develop an implementation plan to address a problem of practice. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX9951.

EDD-FPX9953 - EdD Doctoral Project 3 (2)

In this course, students continue to collaborate with stakeholders at their doctoral project site to develop a potential intervention that addresses a problem of practice and develop a detailed implementation plan. Students complete and submit IRB applications for approval. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX9952.

EDD-FPX9954 - EdD Doctoral Project 4 (2)

In this course, students collect and evaluate doctoral project data, applying appropriate quantitative and qualitative analysis tools. Students make valid inferences from the data in relation to the goals of the intervention and the implementation process. Students incorporate written and visual formats to effectively communicate their results in preparation for developing their written report in EDD-FPX9955. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX9953.

EDD-FPX9955 - EdD Doctoral Project 5 (2)

In this course, students synthesize their findings, key learnings, and next steps in relation to their doctoral project in a written report that includes student reflections on the applied improvement project experience, and provides the basis for the doctoral project presentation students develop in EDD-FPX9956. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX9954.

EDD-FPX9956 - EdD Doctoral Project 6 (2)

In this course, students complete their doctoral project by developing a presentation on the problem, intervention, results, and sharing with stakeholders. In addition, students submit a portfolio of their signature assignments related to their doctoral project. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX9955.

EDD-FPX9980 - Doctoral Project Development (2)

This course provides students with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Students analyze, critique, and integrate information into the design and implementation of their project. ***Special permission is required for registration. Cannot be fulfilled by transfer.***

ED-FPX - Education FlexPath

ED-FPX5300A - Evaluating Curricular Models and Theories (0.5)

In this course, students evaluate curricular design models and theories to guide effective curriculum design.

ED-FPX5300B - Applying Curricular Models and Theories (0.5)

In this course, students apply curricular design models and theories to develop curriculum that addresses instructional planning and standards-based goals and integrates educational technology.

ED-FPX5300C - Team Collaboration Theories and Practices for Curriculum Design and Improvement (0.5)

In this course, students assess theories and practices focused on effective team collaboration in the design and improvement of curriculum.

ED-FPX5300D - Team Practices in Curriculum Design and Implementation (0.5)

Students in this course demonstrate an ability to employ effective team practices in the design and implementation of curriculum. ***This course requires access to an educational setting, students or students, and/or classroom practitioners.***

ED-FPX5302A - Student Learning Research (0.5)

In this course, students integrate research, theories, and models addressing how students learn at different ages and developmental levels.

ED-FPX5302B - Research-Based Curriculum Design (0.5)

In this course, students integrate research, theories, and models addressing curriculum design and teaching in different content disciplines.

ED-FPX5302C - Brain-Based Learning Theory and Principles (0.5)

In this course, students analyze brain-based learning (BBL) theory and principles and their implications for student learning, teaching, curriculum design, and student assessment.

ED-FPX5302D - Technology Impacts on Learning (0.5)

In this course, students assess how learning with technology affects the learning process.

ED-FPX5304A - Assessment Models and Approaches (0.5)

In this course, students assess different models, methods, and types of assessments in educational settings and the impact of mandate requirements on their design, delivery, and use.

ED-FPX5304B - Assessment Design and Implementation (0.5)

In this course, students design and implement various types of assessment within a class, school, or educational setting. ***This course requires access to an educational setting, students or students, and/or classroom practitioners.***

ED-FPX5304C - Analyzing Assessment Data for Decision Making (0.5)

In this course, students analyze assessment data to drive curricular and instructional decisions. ***This course requires access to an educational setting, students or students, and/or classroom practitioners.***

ED-FPX5304D - Communicating Assessment Results to Stakeholders (0.5)

Students in this course demonstrate their ability to communicate assessment results clearly and meaningfully to a variety of stakeholders.

ED-FPX5306 - Action Research to Enhance Practice (2)

In this course, students explore action research in theory and practice as a form of inquiry and self-reflection to inform and improve their teaching. Students examine relevant issues in their own educational setting and develop a plan to study and implement meaningful, practical, and research-based answers. Students design data collection, analysis, and reporting practices as part of their action research plan that will be implemented in the capstone course. ***This course requires access to an educational setting, students or students, and/or classroom practitioners. ED-FP5306 and ED-FP5980 must be taken in sequence and during the student's final two sessions.***

ED-FPX5730A - English Language Student Considerations in Teaching (0.5)

In this course, students incorporate cultural and educational backgrounds of English Language Students into instructional decision-making. ***This course requires access to an educational setting, students or students, and/or classroom practitioners.***

ED-FPX5730B - Modeling Cultural Competency to Enhance Learning (0.5)

In this course, students model cultural competence to enhance learning.

ED-FPX5730C - Socio-Linguistic Theories (0.5)

In this course, students examine the socio-linguistic theories to understand language change and variation.

ED-FPX5730D - Legislation Affecting English Language Student Education (0.5)

In this course, students evaluate legislation that affects the education of English Language Students.

ED-FPX5980 - Teaching and Learning Capstone (3)

In this capstone course, students apply research knowledge, skills, and dispositions developed in ED-FPX5306 Action Research to Enhance Practice. Students implement the action research process to evaluate and critically reflect on the results as a part of continuous improvement inquiry to improve student learning. Students communicate research findings and insights with key stakeholders and critically reflect on implications as a way to find practical and useful strategies to improve their practice. ***This course requires access to an educational setting, students or students, and/or classroom practitioners. ED-FPX5306 and ED-FPX5980 must be taken in sequence and during the student's final two sessions. Cannot be fulfilled by transfer.***

EDT-FPX - Education Technology FlexPath

EDT-FPX5100A - Change Research and Theory and Technology Integration (0.5)

In this course, students analyze research and theories for innovation and change related to the use of technology and media.

EDT-FPX5100B - Collaboration in Technology Integration (0.5)

Students in this course demonstrate their ability to collaborate with teachers in opportunities to incorporate 21st-century technology skills in classroom instruction.

EDT-FPX5102A - Data Collection and Analysis Strategies (0.5)

In this course, students describe effective classroom data collection and analysis strategies to inform instructional practice.

EDT-FPX5102B - Analyzing Data (0.5)

In this course, students analyze student data to identify and address educational problems.

EDT-FPX5102C - Technology for Data Collection (0.5)

In this course, students apply technology tools to collect valid, reliable assessment data on student learning and engagement.

EDT-FPX5102D - Digital Tools for Communicating with Stakeholders (0.5)

In this course, students apply methods for communicating information with stakeholders using appropriate digital tools.

EDT-FPX5104A - Dispositions for Positive Change (0.5)

Students assess dispositions and actions needed to contribute to positive change for growth in the digital age.

EDT-FPX5104B - Teacher Digital Rights and Responsibilities (0.5)

In this course, students analyze digital rights and responsibilities of teachers, including ethical use of open educational resources and providing a safe online learning environment for students.

EDT-FPX5104C - Enhancing Digital Learning for Students (0.5)

In this course, students synthesize knowledge and skills needed to enhance digital learning for all students.

EDT-FPX5104D - Guiding Student Digital Behaviors (0.5)

Students in this course demonstrate an ability to foster the safe and ethical online behavior of students.

EDT-FPX5130A - Standards, Outcomes, and Competencies for Curriculum Development (0.5)

In this course, students analyze the differences among standards, outcomes, and competencies in relation to the curriculum. ***This course requires access to an educational setting, students or students, and/or classroom practitioners.***

EDT-FPX5130B - Applying Competency-Based Curriculum Development (0.5)

In this course, students apply competencies, outcomes, and standards to curriculum development. ***This course requires access to an educational setting, students or students, and/or classroom practitioners.***

EDT-FPX5130C - Competency-Based Instruction with Research-Based Practices (0.5)

In this course, students apply appropriate pedagogical strategies to implement competency-based instruction in the classroom. ***This course requires access to an educational setting, students or students, and/or classroom practitioners.***

EDT-FPX5130D - Competency-Based Student-Centered Environments (0.5)

In this course, students develop a competency-based educational environment that values student voice and pace. ***This course requires access to an educational setting, students or students, and/or classroom practitioners.***

ENG-FPX - English FlexPath

ENG-FPX1110 - English Composition and Editing (3)

Students gain the skills necessary to write persuasively for different purposes and audiences using modern tools. They plan, draft, and revise clear, well-organized writing that includes a focused claim. Additionally, students identify, use, and cite reliable sources. Students give their writing a final polish through revision focusing on structure and clarity before editing for grammar, style, and overall flow.

ENG-FPX1250 - Introduction to Technical and Business Writing (3)

In this course, students discover how to harness the power of words in a professional environment. Students focus on the fundamentals of business and technical writing to understand how to write for a variety of purposes. Students also gain the skills necessary to craft a clear and targeted message for any audience.

ENG-FPX2250 - Academic Research and Writing (3)

In this course, students assess how to use writing to understand, influence, and connect with an audience. Students identify how to use primary and secondary research to support their informed arguments, as well as how to document their research. Students develop the skills necessary to research and analyze the writing of others to evaluate credibility.

ENTR-FPX - Entrepreneurship FlexPath

ENTR-FPX5412 - New Ventures and Entrepreneurship (2)

This course is an introduction to new ventures and entrepreneurship including entrepreneurial feasibility, research, planning, and funding for new venture opportunities. Students investigate legal structures of entrepreneurial ventures, examine factors that influence the venture selection process, evaluate the feasibility of a venture concept, identify a customer base and market, and consider funding requirements for the business venture.

FIN-FPX - Finance FlexPath

FIN-FPX5710 - Economic Foundations for Financial Decision Making (2)

This course examines macro and micro economic principles, theories and tools, and their applications to business. Students analyze economic activities from a national and global perspective, value creation, tools employed by the Federal Reserve System and government to create and implement fiscal and monetary policies, and the importance of these for business. Students also apply microeconomic theories and market competition considerations to behavior and decision making of firms and individuals.

HCM-FPX - Health Care Management FlexPath

HCM-FPX5310 - Decision-Making in the Health Care System (2)

In this course, students examine the complex and dynamic U.S. health care system, stakeholders, laws, and regulations. Students develop an understanding of how health care delivery systems are organized and financed and identify the economic, legal, and political factors that influence the management of health care organizations.

HCM-FPX5312 - Analyzing the Health Care Environment (2)

Students apply environmental and regulatory analyses to examine the organization's position within the external environment and develop plans to strengthen the organization's strategy. Students use evidence-based decision making to support analyses.

Prerequisite: MBA-FPX5006 or MBA-FP6024; and HCM-FPX5310.

HCM-FPX5314 - Driving Health Care Results (2)

In this course, students analyze ways in which health care leaders support the effective access and delivery of quality patient care in a customer-focused and cost efficient manner. Students address the impact of organizational culture, structure, operations, services, and financing on outcomes to optimize results in a health care organization.

Prerequisite: MBA-FPX5014 and HCM-FPX5312.

HIM-FPX - Health Information Management FlexPath

HIM-FPX1610 - Introduction to Medical Terminology (3)

Students develop an understanding of medical terminology used within healthcare. Students achieve a working knowledge of prefixes, suffixes, word roots, and combining forms and practice correctly pronouncing, spelling, and using medical terms in the appropriate contexts. ***Students who have received credit for HIM-FPX4610 may not take HIM-FPX1610. RN-to-BSN, FlexPath option students are not eligible to register for this course.***

HIM-FPX2660 - Ethics and Compliance in Healthcare Data Management (3)

Students gain a legal and ethical overview of the health information industry, including the role of the Health Information Portability and Accountability Act (HIPAA). Students analyze security and privacy issues related to gathering and sharing health data and examine the legal constraints of transmitting data outside the parameters of treatment, payment, and health operations. ***Students who have received credit for HIM-FPX4660 may not take HIM-FPX2660.***

Prerequisite: HIM-FPX1610.

HIM-FPX2670 - Strategic Management of Health Information Systems (3)

Students gain an overview of the health information management (HIM) field. Students describe the past and current state of the U.S. healthcare system, including healthcare reform, the Triple Aim, and market forces, which consist of technology, laws, quality, and patient safety. Students also discuss HIM careers in detail. Students examine HIM's purpose, educational requirements, work settings, and relations with other healthcare workers. Lastly, students apply leadership and management theories to everyday events in the HIM field. ***Students who have received credit for HIM-FPX4670 may not take HIM-FPX2670.***

HIM-FPX3620 - Foundations of Health Information Management (3)

Students examine the operational and financial principles of managing health data from multiple source systems. Students analyze various data integration tools and techniques used to support clinical information systems, including data warehousing, batch processing, and interface engines. Students also examine network and database design and architecture and their effects on source system development.

Prerequisite: HIM-FPX1610.

HIM-FPX3640 - Managing Electronic Health Records Systems (3)

Students build their knowledge of health data management history and the role of the electronic health record (EHR) in healthcare organizations. Throughout the course, students identify the characteristics of the EHR and other clinical systems, develop their skills in using an EHR, and evaluate the standards being developed to encourage EHR interoperability and data sharing.

Prerequisite: HIM-FPX1610.

HIM-FPX4630 - Statistical Analysis for Health Information Management (3)

Students develop a working knowledge of basic statistical strategies and tools used to analyze and interpret health care data, including pattern recognition; data classification; and data mining, modeling, and sampling. Students also evaluate the resources that provide health care information and support health information integrity and data quality.

Prerequisite: HIM-FPX1610.

HIM-FPX4650 - Decision Support and Quality Management in Health Information Management (3)

Students examine decision-support practices and quality-management techniques used to improve the quality of health care. Students apply decision-modeling techniques and evaluate the impact of clinical information systems on the quality, safety, and efficiency of health care data.

Prerequisite: HIM-FPX1610.

HIS-FPX - History FlexPath

HIS-FPX1150 - U.S. History: How the Past Informs the Present (3)

Students investigate key events in U.S. history and connect these events to current social, political, and economic issues. Students review historical resources to decide what information is credible and draw their own conclusions about the causes and consequences of historical events. Further, students develop a toolkit of skills to help them apply their knowledge of the past to inform perspectives and decisions that affect the future of American society.

HMSV-FPX - Human Services FlexPath

HMSV-FPX8004 - Advanced Human Services Leadership and Practice (2)

Students in this course develop an understanding of human service leadership and practice. Students analyze the attributes that scholar-practitioners exhibit for effective service delivery, including data-driven decision-making skills and multidisciplinary collaboration strategies. Students also apply the principles of ethical leadership within the field of human services.

HMSV-FPX8008 - Research Methods and Program Evaluation (2)

Students develop their research skills by demonstrating an understanding of quantitative and qualitative methodologies and when to apply each type. Students differentiate between theoretical and action research and how to utilize action research to investigate concerns of either human services organizations or communities. Students also examine how laws, regulations and ethical implications must be considered when conducting research.

Prerequisite: HMSV-FPX8004.

HMSV-FPX8210 - Advanced Program Development in the Human Service Sector (2)

Students synthesize their knowledge of evidence-based human services interventions to develop human services programs, including program evaluation plans. Students apply leadership strategies as well as consider ethical issues, demographics, and various perspectives when considering program development. Additionally, students apply knowledge of multidisciplinary collaboration to ensure the program meets clients and communities needs as well as advocate for program funding.

Prerequisite: HMSV-FPX8008, HMSV-FPX8220.

HMSV-FPX8212 - Advanced Ethics in Human Services (2)

Students examine the ethical and leadership responsibilities of human service professionals. Students synthesize ethical principles with leadership roles in public and private settings and evaluate the ways professionals apply ethics and leadership in their work with client and community populations, including considering challenges in service provision during client encounters. Students also distinguish between ethical and legal responsibilities for human services professionals.

Prerequisite: Completion of or concurrent registration in HMSV-FPX8218.

HMSV-FPX8214 - Funding and Grant Writing Skills for Human Services (2)

Students engage in a comprehensive examination of the process of writing proposals for various sources of funding including grants and requests for proposals for programs or projects in for-profit, nonprofit and government organizations. Students research opportunities; align the program or project goals to be funded with the purposes of the funder; develop effective communication with prospective funders; analyze components of successful funding proposals; and develop a viable proposal, including plans for award management and program evaluation.

Prerequisite: HMSV-FPX8218.

HMSV-FPX8218 - Advanced Data Analytics and Program Evaluation in Human Services (2)

Students examine program evaluation as a fundamental tool in nonprofit, for-profit and government organizations. Students determine the appropriate type of program evaluation to address an organization's question or need. Additionally, students justify the type of data needed to answer the question as well as data analysis strategies while taking ethical

considerations into account. Students also present the findings effectively in narrative format as well as visually.

Prerequisite: HMSV-FPX8210.

HMSV-FPX8220 - Scholarly and Professional Writing in Human Services (2)

Students develop their writing skills by examining the differences between scholarly writing and professional writing. Students hone basic writing skills (grammar, spelling, mechanical errors) and apply APA formatting rules. Students also examine ways to organize their thoughts and present them in narrative format for both scholarly and professional audiences as well as scholarly and professional documents. Students develop skills in reviewing research from peer-reviewed journals as well as theoretical writings that may be applicable to their upcoming doctoral projects.

Prerequisite: Completion of or concurrent registration in HMSV-FPX8004.

HMSV-FPX8304 - Strategic Planning and Organizational Effectiveness for Human Services (2)

Students practice increasing organizational effectiveness through strategic planning. Students develop operational plans and assessment strategies to enhance organizational performance by applying strategic frameworks. Additionally, students explain how organizations' strategic missions advocate for those in need within the community. Taking ethical considerations into account, students utilize strategies to advocate for organizations and communities as well as develop collaboration strategies to support organizations. Students demonstrate their writing skills by creating professional documents.

Prerequisite: HMSV-FPX8218.

HMSV-FPX8320 - Effective Negotiation and Mediation Skills for Human Services Leaders (2)

Students gain an understanding of communication strategies for human service leaders. Students develop and apply a working knowledge of evidence-based best practices and behaviors for relationship-building, advocacy, negotiation and conflict management in a variety of human services settings. Throughout the course, students apply strategies in negotiation, conflict management, and mediation and integrate ethical interpersonal communication skills necessary for positive multidisciplinary working relationships with various populations.

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)

Students analyze leadership theories and practices and apply them to contemporary and future practices in human services organizations. Students describe collaboration strategies to build effective multidisciplinary collaboration. Additionally, students apply principles that improve organizational performance. Throughout the course, students develop expanded leadership perspectives and practices that enable them to assure the viability of their organizations in for-profit, nonprofit and government human services programs.

Prerequisite: HMSV-FPX8008, HMSV-FPX8220.

HMSV-FPX8408 - Advanced Financial Management in For-Profit, Nonprofit, and Government Human Services Programs (2)

Students investigate the strategies, techniques and requirements needed to effectively manage finances in human services programs. Throughout the course, students evaluate and apply financial analysis and reporting theories and practices employed by human service leaders. Students also examine the technology used in financial analysis and gain an understanding of how to appropriately communicate an organization's financial position to boards, stakeholders and the community. Students also examine the differences between financial management strategies for for-profit, nonprofit and government human services organizations.

Prerequisite: HMSV-FPX8218.

HMSV-FPX8612 - Needs Assessment for Human Services (2)

Students apply their research skills to conduct a needs assessment. Students identify an organization or community's problem that could benefit from investigation and develop an appropriate design to study the identified problem, conduct data collection, and analyze the data to understand the problem. Students use this as a preliminary investigation that should inform their capstone project. Students present the results visually as well as in narrative format. ***Cannot be fulfilled by transfer.***

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)

Students obtain university approval of the topic for their capstone project. Students identify a topic, synthesize current research to support and justify the topic, and explain how the topic will address an organizational or community need. Students also identify an appropriate methodology for the topic. ***For DHS students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: HMSV-FPX8612 with a cumulative GPA of 3.0 or better.

HMSV-FPX9962 - Human Services Doctoral Project 2 (2)

Students finalize their proposals for their doctoral project and must secure school approval to pass the course. Students expand the literature identified in HMSV9961 and synthesize it to justify their doctoral project. Additionally, students design a feasible study with appropriate methodology. ***For DHS students only. Grading for this course is S/NS.***

Prerequisite: HMSV-FPX9961.

HMSV-FPX9963 - Human Services Doctoral Project 3 (2)

Students analyze the ethical aspects of their doctoral project and begin the literature review for their capstone project. Students secure IRB approval, if needed, and complete an ethics paper that reflects on ethical considerations for their doctoral project. Additionally, students synthesize readings on theory and current research that will be part of the literature review for their doctoral project reports. If time permits, students begin the data collection for their doctoral projects. ***For DHS students only. Grading for this course is S/NS.***

Prerequisite: HMSV-FPX9962.

HMSV-FPX9964 - Human Services Doctoral Project 4 (2)

Students complete the data collection and draft their doctoral projects. Students must complete data collection and have it approved by the instructor to successfully complete this course. Students also complete their data analysis. Additionally, students develop initial drafts of their doctoral project report and deliverable. ***For DHS students only. Grading for this course is S/NS.***

Prerequisite: HMSV-FPX9963.

HMSV-FPX9965 - Human Services Doctoral Project 5 (2)

Students complete the doctoral project in this course. Students must finalize their report as well as their deliverable and secure instructor and school approval on both to successfully complete the doctoral project, which consists of successfully presenting their findings and recommendations in both visual and narrative formats. Students write the report for a scholarly audience and the deliverable for a professional audience. ***For DHS students only. Grading for this course is S/NS.***

Prerequisite: HMSV-FPX9964.

HMSV-FPX9980 - Doctoral Project Development (2)

Students gain the resources, structure and faculty support for successful completion of their doctoral project requirements. Students analyze,

critique and integrate information into the design and implementation of their project. ***For DHS students only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

HRM-FPX - Human Resource Management FlexPath

HRM-FPX5002 - Survey of Human Resource Management in Practice (2)

This course is a survey of contemporary perspectives in the field of human resource management. Students apply competencies developed by the Society for Human Resource Management (SHRM) in order to support people, the workplace, and an organization. Students integrate legal and ethical standards into human resource policies and practices. Students also address the role of the HR practitioner in the alignment of operational and strategic approaches. ***Must be taken during the first quarter by students who have been admitted to the MS in Human Resource Management degree program, FlexPath option. Cannot be fulfilled by transfer or credit for prior learning.***

HRM-FPX5025 - Talent Acquisition and Workforce Planning (2)

In this course, students analyze approaches for forecasting staffing needs, and attracting and retaining talent. Students evaluate the metrics used to measure the effectiveness of both recruiting and staffing needs and processes. Students also examine the impact of laws and technology on the staffing environment.

Prerequisite: HRM-FPX5310.

HRM-FPX5055 - Comprehensive Reward Systems (2)

In this course, students examine compensation models and their application in organizations, which includes both direct and indirect rewards. Students also discuss compensation strategies and their link to designing an effective organization. Students further explore how compensation structures are developed and applied as well as the different strategic roles of rewards in developing an effective workforce.

Prerequisite: HRM-FPX5002.

HRM-FPX5060 - Sourcing and Managing Talent in the Workplace (2)

Students in this course examine contemporary perspectives in recruiting, talent mobility, workforce planning, and performance management. Students select and develop approaches which support employee mobility and performance to advance organizational goals.

Prerequisite: Completion of or concurrent registration in HRM-FPX5002; or completion of HRM-FPX5310.

HRM-FPX5065 - Employment Law in the Successful Workplace (2)

Students gain an understanding of the application of U.S. law and legislation to human resource management theory and practice in the modern workplace. Students evaluate historical perspectives on law and labor relations and the impact of context on practice. Students identify the value of aligning organizational mission, legal compliance, and ethical practices. Students also assess methods by which the HRM professional can resolve conflict and defuse or mitigate potentially litigious situations while enhancing productivity.

Prerequisite: HRM-FPX5002.

HRM-FPX5070 - Workplace Learning Strategies for the HR Professional (2)

Students gain an understanding of the role of the HR professional in applying theories and models of learning, learning styles, and ways to design and manage the learning process and programs to develop talent. Students apply a strategic approach to workplace learning to align with an organization's strategy that will meet the needs of individual contributors, managers, and senior leaders in the organization.

Prerequisite: HRM-FPX5002.

HRM-FPX5075 - Leading and Influencing for the Human Resource Practitioner (2)

This course helps guide students through an analysis of their own leadership strengths and capabilities, preparing them to develop skills to become an influential HR practitioner. The course emphasizes understanding the human resource

professional choices in leadership theories and models, awareness of the student's leadership strengths, tools to build trust and relationships, and clarity of the students continued need to develop as a leader.

Prerequisite: HRM-FPX5002.

HRM-FPX5080 - Evidence-Based Decision Making for HR Professionals (2)

In this course, students apply evidence-based models of decision making to advocate and support HR strategies and practices. Students use qualitative and quantitative data in HR decision making to influence organizational stakeholders and incorporate storytelling to provide compelling advocacy for HR programs, practices, and projects.

Prerequisite: HRM-FPX5002.

HRM-FPX5090 - Retaining and Engaging Employees for the Modern Workforce (2)

In this course, students apply models of employee motivation, thriving, and engagement in the workplace to create the employee experience. Students also analyze the ways in which culture, employee and leader behavior impact strategic retention. Finally, students assess the influence of technology and evidence-based practices on employee lifecycle, engagement, and positive employee and organizational outcomes.

Prerequisite: HRM-FPX5002 or HRM-FPX5310.

HRM-FPX5118 - Human Resource Legal Challenges and Solutions (2)

This is an advanced course designed for HR professionals who seek to prepare themselves for the complex challenges of legal employment issues in the workplace. Students investigate the nature of and strategies for addressing workplace legal actions in order to create a legally compliant workplace. Students develop action plans and management strategies for minimizing risk.

Prerequisite: HRM-FPX5002.

HRM-FPX5120 - Global Human Resource Practice (2)

In this course, students navigate the global legal and regulatory environments and their application to HR practices. Students apply HR principles and models to multiple contexts within the global environment. Students develop an awareness of global communities and best practices for working across countries.

Prerequisite: HRM-FPX5002.

HRM-FPX5122 - Developing an Effective Workplace (2)

Students analyze the role of the Human Resources professional in creating effective workplaces that support the needs of a workforce and contribute to alignment with organizational strategy. Students identify the elements of the organization which contribute to leading and managing today's workforce and learn the essential skills for cultivating organizational commitment and facilitating employee engagement in the workplace.

Prerequisite: HRM-FPX5310.

HRM-FPX5310 - Strategic Human Resource Management (2)

In this course, students examine how human resource management (HRM) impacts and supports strategic organizational goals. Using key HRM principles, practices, and data, students develop well-rounded strategies to address HR related needs and opportunities for a dynamic, multicultural, and global workforce.

HRM-FPX5401 - The Legal, Ethical, and Regulatory Environment of Health Care (2)

Students in this course study the legal, ethical, and regulatory environment of health care and the impact on human resource management. Students examine health care delivery systems, revenue sources, laws, regulations, ethics, and compliance requirements, including ways to support and mitigate risk in the complex health care environment.

Prerequisite: HRM-FPX5002, HRM-FPX5065.

HRM-FPX5402 - Planning, Sourcing, and Developing Talent in Healthcare Organizations (2)

Students examine talent acquisition, employee development, and workforce planning in

healthcare organizations. Students analyze, develop, and apply models and approaches for the unique needs of healthcare talent management.

Prerequisite: HRM-FPX5060, HRM-FPX5401 or MHA-FPX5014.

HRM-FPX5403 - Transforming the Employee Experience in Health Care (2)

Students analyze human resource (HR) practices to retain and engage the health care workforce. Students investigate HR's role in organizational transformation and supporting positive patient outcomes by creating a culture of quality, high performing, and engaged employees. Students also strengthen their understanding on how HR supports employee health and wellness.

Prerequisite: HRM-FPX5002, HRM-FPX5090, HRM-FPX5401.

HRM-FPX5960 - HRM Capstone: Improving and Transforming HR Practice (2.5)

This is an integrative course for students in the MS in Human Resource Management degree program. Students synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Students apply models and best practices in human resource management to achieve desired project outcomes. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required coursework.

HUM-FPX - Humanities FPX

HUM-FPX1350 - Culture, Continuity, and Change (3)

Students identify key works of art, music, literature, architecture, religion, philosophy, science, and politics. They compare creative expression across cultures and time periods. Students describe the effect of politics on art, music, literature, and thought. Additionally, they identify contemporary uses of past creative expressions.

IT-FPX - Information Technology FlexPath

IT-FPX1006 - Information Technology Concepts and Practices (3)

Students analyze contemporary topics from the field of information technology. Students gain knowledge and experience in computing systems and systems requirements, options, and issues. Students also strengthen and apply skills needed for professional communication. ***For BS in Information Technology and BS in Computer Science students only. Must be taken during the student's first quarter.***

IT-FPX1170 - Goals and Ethics for the IT Professional (3)

Students analyze core enterprise organizations, business processes, and information technology infrastructures. Students apply their knowledge of the relationships between an enterprise organization's business and information technology goals with IT operational models. IT ethical principles integrated throughout the class include examination of IT codes of ethics, ethical issues involving the use of employer resources, and examination of web technology and cybercrime. ***Students who have received credit for IT-FPX3170 may not take IT-FPX1170.***

IT-FPX2180 - Operating System and Hardware Infrastructure (3)

Students demonstrate their knowledge of hardware and operating systems, focusing on peripherals and file management. Students use modern operating systems, including Windows, Linux, and MacOS to demonstrate their skill with hardware and operating systems. ***Students who have received credit for IT-FPX3280 may not take IT-FPX2180. Some of the materials found in this course are from the Google IT Support professional certificate program. This may include readings, videos, practice exercises, and other study materials. This professional certificate material is delivered online via the Coursera Career Academy platform, and links to this platform are available in the Capella courseroom. There are no additional costs for access to this material.***

IT-FPX2230 - Introduction to Database Systems (1.5)

This course is an introduction to the fundamental concepts of databases and database management systems (DBMS). Students demonstrate vocabulary, component requirements, sorting and querying, and maintenance of simple databases using the fundamentals of database manipulation. Students also apply Structured Query Language (SQL) and relational database management systems (RDBMS).

IT-FPX2249 - Introduction to Programming with Java (3)

This course introduces students to the programming discipline and prepares them to serve as Java programmers. Students learn and apply the fundamentals of the Java programming language such as data types, variables, expressions, statements, and methods. Students also examine and practice working with Java's object-oriented features.

IT-FPX2280 - Network Technology and Architecture (3)

Students gain an understanding of the key concepts underlying Local Area Network (LAN), Metropolitan Area Network (MAN), and Wide Area Network (WAN). Students examine the layered architecture of the network protocol stack, including the OSI and the TCP/IP models, and apply the principles of designing networks and implementing network protocols. Students also apply topics of network topologies, cloud computing, networking devices, cabling, and basic network security. ***Students who have received credit for IT-FP2250 and IT-FP3350 may not take IT-FPX2280. Some of the materials found in this course are from the Google IT Support professional certificate program. This may include readings, videos, practice exercises, and other study materials. This professional certificate material is delivered online via the Coursera Career Academy platform, and links to this platform are available in the Capella courseroom. There are no additional costs for access to this material.***

IT-FPX3180 - Pathways to Certificate-Based Professional Development (3)

Through dynamic and interactive experiences, students identify various pathways to earn professional certificates that align with a variety of career goals within the ever-evolving tech industry, including cybersecurity, networking, cloud computing, data analytics, and software development. Students acquire the skills and tools necessary to enhance their resume and remain competitive in their career. Additionally, students gain knowledge and experience to help them navigate professional development with confidence from instructors who are seasoned professionals. ***Some of the materials in this course are from professional certificate programs developed and delivered by external organizations. This may include readings, videos, practice exercises, and other study materials. The professional certificate material is delivered online via the Coursera Career Academy platform, and links to this platform are available in the Capella courseroom. There are no additional costs for access to these materials.***

IT-FPX3240 - Web Development and JavaScript (3)

This course introduces the core skills needed to build modern websites. Students create well-structured web pages using HTML and then style and lay them out using up-to-date cascading style sheets (CSS). The students also create forms for data entry and use JavaScript to make pages interactive. Students build the content for a small website that demonstrates fundamental structures, effective layout, and basic interactivity. ***Students who have received credit for IT-FP3212 and IT-FP3215 may not take IT-FPX3240.***

IT-FPX3249 - Software Architecture and User Experience Design (3)

In this course, students evaluate the analysis and design of system industry standards and best practices. Students research key components of system analysis including determining system objectives, business rules, and the identification of stakeholders. Students also investigate human interface technologies and factors for a more engaging user experience. Students apply their knowledge by creating a Software Development

Plan (SDP) with components including identification of an agile methodology, system scope, technical standards, activity diagrams, logical process validation, and maintenance expectations. ***Students who have received credit for IT-FP3301 and IT-FP3345 may not take IT-FPX3249.***

IT-FPX3358 - Information Security Concepts for the Information Technology Professional (1.5)

Students in this course demonstrate their knowledge of information security fundamentals. Students apply their understanding of the concepts of confidentiality, integrity, and availability to securing organizational assets.

IT-FPX4070 - Cyber Defense and Countermeasures (3)

This course provides an in-depth coverage of the design, implementation, and troubleshooting of security infrastructure. Students identify and apply the principles of cyber defense in-depth techniques by using cryptography, encryption, Public Key Infrastructure (PKI), digital signatures, and perimeter security techniques.

Prerequisite: IT-FPX2280, IT-FPX4803.

IT-FPX4071 - Cyber Attacks and Ethical Hacking (3)

Students in this course use techniques and common utilities to develop their understanding of how hackers attack computers and networks. Students investigate security threats and ways that system vulnerabilities are exploited to attack systems. In addition, students identify Intrusion Detection Systems (IDS), ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and penetration testing to ensure infrastructure security.

Prerequisite: IT-FPX2280, IT-FPX4803.

IT-FPX4073 - Organizational Security (3)

In this course, students analyze the people and process involved in information assurance and security, with particular focus on security life cycle, certification and accreditation, configuration management, employment practices, and security awareness. Students examine best practices of policy development along with industry-specific standards and interpret industry-specific laws and regulations, such as Health Insurance Portability and Accountability Act (HIPAA), Sarbanes-Oxley (SARBOX), and National Institute of Standards and Technology (NIST). In addition, students gain and demonstrate knowledge of biometrics and privacy concerns in computing, personnel, and physical security.

Prerequisite: IT-FPX2280, IT-FPX4803.

IT-FPX4075 - Computer Forensics (3)

Students in this course scrutinize computer forensics as a discipline that supports law enforcement professionals in investigating white collar crime. Students use computer forensics tools and techniques, and evaluate crime investigations, incident response and handling, and legal issues.

Prerequisite: IT-FPX2280, IT-FPX4803.

IT-FPX4076 - Security Management and Policies (3)

In this course, students increase their knowledge of hands-on security management practices by analyzing security policies and procedures, risk management, and business continuity planning. Topics include security and business need trade-offs, risk assessments, designing security policies and procedures and a business continuity plan, and enforcement of security policies and procedures.

Prerequisite: IT-FPX2280, IT-FPX4803.

IT-FPX4079 - Python Scripting (3)

Students investigate the role scripting plays in information security. Students gain and demonstrate knowledge of the fundamentals of Python scripting by developing a range of security-related scripts.

Prerequisite: IT-FPX2249, IT-FPX4803.

IT-FPX4080 - Operating Systems and Application Security (3)

Students in this course use appropriate technologies to identify, investigate, and mitigate vulnerabilities, threats, and risks in operating systems and applications, including mobile and web applications, email, and databases.

Prerequisite: IT-FPX4803.

IT-FPX4157 - Networking Architectures (3)

Students develop a foundational understanding of how computer networks interconnect. Through guided modules and hands-on activities in Cisco Networking Academy using Cisco Packet Tracer, students explore the components, media, and protocols that support local and wide area networks. Topics include wireless and mobile networking, IPv4 and IPv6 addressing, dynamic addressing with DHCP, and routing between networks. Students gain practical experience configuring home and enterprise-level networks, applying communication standards, and using troubleshooting tools to diagnose and resolve connectivity issues. Students relate networking concepts to real-world applications and strengthen the skills needed to design, manage, and maintain reliable networked systems. ***Students who have received credit for IT-FP4150 and IT-FP4155 may not take IT-FPX4157.***

Prerequisite: IT-FPX2280.

IT-FPX4250 - Data Analytics and Artificial Intelligence in the Cloud (3)

Students gain an understanding of data analytics concepts in conjunction with evolving artificial intelligence (AI) techniques. Students explore the integration of cloud-based data storage, distributed technologies, and AI-powered analytics tools. Through hands-on projects, students implement AI models, utilize general artificial intelligence (GAI) frameworks, and optimize data strategies that enhance business intelligence and decision-making capabilities. ***Students who have received credit for IT-FPX4731 and IT-FPX4733 may not take IT-FPX4250.***

Prerequisite: IT-FPX2230.

IT-FPX4345 - Data Modeling and Statistical Analysis (3)

In this course, students use data mining and analytics tools to identify, evaluate, and prepare data for analysis. Students also take an advanced look at the role of statistical analysis in solving real world problems, timely, and effectively completing data analytics projects. ***Students who have received credit for IT-FP4330 and IT-FP4340 may not take IT-FPX4345.***

Prerequisite: IT-FPX2230. Background in foundational statistics or MAT-FPX2001 recommended.

IT-FPX4525 - Cloud Computing Fundamentals (3)

Students in this course develop the skills to analyze, plan, design and implement fundamental cloud solutions. Students acquire and apply knowledge of implementation strategies specific to cloud network, compute, and storage. Students also implement security, monitoring, and logging solutions, along with special cloud workloads such as AI and machine learning. Concepts of cloud migration planning and cloud cost optimization are also discussed. ***Students who have received credit for IT-FP4541 and IT-FP4551 may not take IT-FPX4525.***

Prerequisite: IT-FPX2280.

IT-FPX4527 - Java Application Development (3)

Students further develop their object-oriented programming skills in Java by building fundamental skills and application programming interfaces (APIs) for working with text files, writing programs with a JavaFX graphical user interface (GUI), working with Java collections, connecting to Internet services, and using a database for data persistence.

Prerequisite: IT-FPX2249.

IT-FPX4535 - Introduction to Artificial Intelligence (3)

In this course, students investigate the fundamental problems, theories, and algorithms of the field of artificial intelligence (AI), including heuristic search and game trees, knowledge representation, automated deduction, and its applications, problem-solving and planning, and an introduction to machine learning and other techniques to employ AI. Students gain an understanding of the fundamental theories of artificial intelligence and evaluate opportunities for applying AI. ***Students who have received credit for IT-FP4310 and IT-FP4320 may not take IT-FPX4535.***

Prerequisite: IT-FPX2230, IT-FPX2249.

IT-FPX4545 - Cloud Concepts, Architecture and Management (3)

Students gain an understanding of foundational cloud concepts including on demand self- service, broad network access, resource pooling, elasticity, measured service. Students develop hands-on proficiency with an industry-standard cloud platform (Microsoft Azure). Students also analyze the benefits and economic advantages of cloud computing, as well as strategies for transitioning from on-premise infrastructure to cloud infrastructure. Students design security measures in accordance with regulatory compliance requirements (HIPAA, GDPR, PCIDSS, etc.). ***Students who have received credit for IT-FP4511 and IT-FP4521 may not take IT-FPX4545.***

Prerequisite: IT-FPX2280.

IT-FPX4575 - Linux Operating Systems (3)

Students demonstrate an understanding of the fundamental concepts of the Linux operating system. Students use command line tools and software packages, and practice hardware configuration, file management, process management, and file editing. In this course, students apply knowledge of advanced topics specific to the Linux operating system. Students administer the Linux system, script, and implement network configuration and security. ***Students who have received credit for IT-FP4561 and IT-FP4571 may not take IT-FPX4575.***

Prerequisite: Completion of or concurrent registration in IT-FPX2180.

IT-FPX4775 - Internet of Things Fundamentals (3)

Students investigate the Internet of Things (IoT) field of study and the related hardware and software connections. In addition to defining the infrastructure requirements for the deployment and operation of IoT devices, students work through the identification, installation, and operation of the various devices that are required to operate IoT and generate reporting. Students also develop applications that enter data from IoT, report them and contribute to making decisions as a result. The course covers in detail privacy and security issues that emerge from the use of IoT devices and the data that results from their operations. ***Students who have received credit for IT-FP4711 and IT-FP4772 may not take IT-FPX4775.***

Prerequisite: IT-FPX2180, IT-FPX2249.

IT-FPX4780 - Mobile Application Design and Development (3)

Students in this course build upon prior software development knowledge and apply it to mobile application frameworks, architecture, design and engineering issues, and methodologies for developing applications for mobile devices. This course includes project-based assignment for topics such as user interface design, unique user interactions, object-oriented design, event handling, animation, multimedia, data storage, integration of external Internet services via APIs, and unit testing to transition applications into distribution-ready state. ***Students who have***

received credit for IT-FP4782 and IT-FP4784 may not take IT-FPX4780.

Prerequisite: IT-FPX2249, IT-FPX4792.

IT-FPX4792 - Website Application Development and Design (3)

Students investigate the design, development, and deployment of interactive web experiences by integrating HTML, CSS, JavaScript, and multimedia. Students employ user-centered design strategies, industry standard tools, and best practices to develop high-quality and accessible web sites that work seamlessly on mobile, tablet, and large screen browsers. ***Students who have received credit for IT-FP4791 and IT-FP4793 may not take IT-FPX4792.***

Prerequisite: IT-FPX3240. Registration within one year of IT-FPX3240 recommended.

IT-FPX4803 - System Assurance Security (3)

This course is an overview of information assurance and security topics for network administrators who must implement security strategies to protect their organization from exposure to the Internet; network designers also create security-conscious designs. Students identify and apply strategies to guard against hackers and forms of viruses, use firewalls and gateways, and build authentication skills and encryption techniques. Students identify methods for attacking a network system and validate defenses against them. Upon successful completion of this course, students are prepared to take the exam for the Security+ certification. ***Some of the materials found in this course are from the Google IT Support professional certificate program. This may include readings, videos, practice exercises, and other study materials. This professional certificate material is delivered online via the Coursera Career Academy platform, and links to this platform are available in the Capella courseroom. There are no additional costs for access to this material.***

Prerequisite: IT-FPX2280.

IT-FPX4993 - Cybersecurity Capstone (3)

Students in this capstone course demonstrate the use of tools, skills and techniques developed throughout their program by completing an integrated action learning project. Students identify and analyze complex computing problems and apply principles to identify, design, and implement computing solutions. ***For BS in Information Technology students only. Must be taken during the student's final quarter.***

IT-FPX4997 - Information Technology Capstone 1 (3)

In this first of two courses, students apply knowledge and skills from other courses as they develop a project that benefits an organization, community, or industry. Students prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, students execute the proposal, complete deliverables to meet the needs of the client, and produce a final product. ***For BS in Information Technology students only. Must be taken during the student's penultimate quarter.***

Prerequisite: All required and elective coursework.

IT-FPX4998 - Information Technology Capstone 2 (3)

In this second of two courses, students continue to apply knowledge and skills from other courses as they complete a project that benefits an organization, community, or industry. Students prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, students execute the proposal, complete deliverables to meet the needs of the client, and produce a final product. ***For BS in Information Technology students only. Must be taken during the student's final quarter.***

Prerequisite: IT-FPX4997.

LEAD-FPX - Leadership FlexPath

LEAD-FPX5210 - Leading Globally (2)

In this course, students analyze aspects of leading and working in global environments. Students gain an understanding of the personal and professional role of leadership in various populations, core strategies used to lead more effectively as global leaders.

LEAD-FPX5220 - Leader as Change Agent (2)

Students evaluate leaders as architects of change in organizations and environments. Students investigate the nature of leadership in complex and dynamic settings; theories of change at the individual, group, and organizational level; and leadership practices that guide and sustain complex change.

LIT-FPX - Literature FlexPath

LIT-FPX3000 - Tales that Changed the World (3)

Students read stories that inspired technological and social change while applying literary theories to identify reasons for the stories' success. Students also use critical thinking to describe the impact specific tales have had on a society or culture.

MAT-FPX - Math FlexPath

MAT-FPX1050 - College Algebra (3)

Students in this course evaluate and perform linear, exponential, logarithmic, and other mathematical functions that include algebraic, graphic, and numeric properties. Students then apply these concepts to the social and natural sciences, business, and everyday life.

MAT-FPX1150 - Essential Math for Everyday Life (3)

In this course, students gain an understanding of numbers and how to use and interpret them. Students examine mathematics using an easily understandable approach for basic math and algebra to connect mathematical concepts and everyday life.

MAT-FPX1200 - Pre-Calculus (3)

Students use technology; modeling; and algebraic, graphical, and numerical methods to solve problems involving polynomial, exponential, logarithmic, and trigonometric functions. Students use trigonometric formulas, polar coordinates, and vectors to solve plane geometry problems and explore how linear equations can be used to model and solve real-world problems. ***For BS in Computer Science, FlexPath option and BS in Information Technology, FlexPath option students only.***

Prerequisite: MAT-FPX1050.

MAT-FPX2010 - Practical Statistics (3)

Students analyze the theory and applications of statistics in a variety of fields. Students develop mathematical reasoning, quantitative analysis, and quantitative communication skills to prepare them for future academic coursework and professional life.

MAT-FPX2051 - Discrete Mathematics (3)

Students build an understanding of mathematical analysis techniques. Students apply number logic and set theory, functions and sequences, relations equivalence, partial order, digraphs, recurrence relations, counting techniques, logic and techniques of proof, graphs, and algorithms to the fields of business and information technology. ***For BS in Computer Science, FlexPath option and BS in Information Technology, FlexPath option students only.***

Prerequisite: MAT-FPX1050.

MAT-FPX2200 - Calculus (3)

Students use technology; modeling; and algebraic, graphical, and numerical methods to study functions of one real variable. Students apply the ideas of limit, continuity, differentiation, and integration in real-world situations. Students use approximation and optimization methods to model and solve real-world problems and to solve geometric problems involving tangents and areas under the curve. ***For BS in Computer Science and BS in Information Technology students only.***

Prerequisite: MAT-FPX1200.

MBA-FPX - Master of Business Administration FlexPath

MBA-FPX5002 - MBA Leadership (2)

This course covers contemporary models of leadership and examines behaviors and skills of effective leaders. Students assess their own leadership strengths and how to lead effectively in their work settings. Students also analyze ways in which leaders use their skills to support innovation, change, and collaboration within organizations. ***For FlexPath option MBA degree and certificate program students and non-degree students only. Must be taken during the first quarter by students who have been admitted to the MBA***

degree program. Cannot be fulfilled by transfer or credit for prior learning.

MBA-FPX5006 - Business Strategy (2)

Students in this course examine ways in which companies formulate and implement strategy to effectively compete in the marketplace. Students apply strategic models and analysis to address competitive challenges.

Prerequisite: Completion of or concurrent registration in MBA-FPX5002.

MBA-FPX5008 - Applied Business Analytics (2)

This course introduces students to business analytics and its role in evidence-based decision making. Students examine data and analytics techniques that create relevant, actionable, and meaningful information.

MBA-FPX5010 - Accounting Methods for Leaders (2)

Students in this course gain an understanding of how methods of financial and managerial accounting are used to analyze business performance and make evidence-based business decisions. Students examine tax, ethical, and legal implications of accounting methods.

MBA-FPX5012 - Marketing Management (2)

This course covers marketing theories, models, and practices used by businesses. Students examine the expanded roles of analytics, technology, and social media in marketing strategy and implementation. Students also use business analytics skills to address marketing problems and apply marketing methods to business challenges.

MBA-FPX5014 - Applied Managerial Finance (2)

Students in this course explore financial concepts and techniques required to evaluate, report, and maximize firm performance and value. Students analyze environmental and market factors, goals, and constraints; and apply regulatory and ethical principles and business analytics skills to drive data-based decision making.

Prerequisite: MBA-FPX5008, MBA-FPX5010.

MBA-FPX5016 - Operations Management for Leaders (2)

In this course, students examine theories and models of business operations and their role in developing and delivering a superior product or service to the marketplace. Students also apply business analytics skills and use data to evaluate strategic and tactical impact to business functions across the organization.

Prerequisite: MBA-FPX5008.

MBA-FPX5910 - MBA Capstone Experience (2.5)

In this course, students integrate the knowledge and skills gained during the MBA program in an application-based business project. Students demonstrate their overall ability to identify and recommend evidence-based solutions to business challenges and opportunities. ***For FlexPath option MBA degree and certificate program students and non-degree students only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: All required and elective coursework.

MHA-FPX - Master of Health Administration FlexPath

MHA-FPX5001 - Foundations of Master's Studies in Healthcare Administration (2)

This course prepares students for master's-level coursework in the School of Business, Technology, and Health Care Administration. Students analyze how the role of the practitioner-scholar informs and guides the examination of attributes and skills that contribute to effective and ethical healthcare leadership, including but not limited to professional collaboration, communication, and decision making. ***Must be taken during the student's first quarter. Cannot be fulfilled by transfer.***

MHA-FPX5006 - Healthcare Finance and Reimbursement (2)

Students in this course gain knowledge of and apply financial management concepts, principles, and processes used in healthcare organizations. Students examine accounting, financial statements and ratios, budgeting, capitalization, cost allocation, reimbursement methodologies and processes, and the impact of varying

reimbursement structures on healthcare practice and service delivery. Students also design, prepare, and manage healthcare budgets; analyze short- and long-term healthcare investment decisions; and articulate the ways effective healthcare finance and accounting processes are used to present operational and strategic financial information to organizational stakeholders.

MHA-FPX5010 - Strategic Healthcare Planning (2)

In this course, students examine strategic orientation, planning, and decision making in healthcare organizations and environments. Students analyze the political, legal, regulatory, organizational, demographical, and multinational implications of strategic planning decisions and how those decisions impact communities and populations, define best practices for healthcare organization staff development, and balance the prioritization of organizational and regulatory needs with feasible cost-effective solutions. Students also develop a long-term strategic healthcare plan that includes information on human resource requirements, technology needs, and financial implications.

MHA-FPX5012 - Organizational Leadership and Governance (2)

Students in this course examine and articulate the fundamental concepts and principles of healthcare organization management and leadership, including governance, cost-effective decision making, and managing and leading stakeholders and staff. Students identify best practices for mobilizing, managing, and improving employee, organization, stakeholder, and community commitment and for creating employee-centered organizations that foster professional and organizational accountability. Students also analyze an organizational leadership structure and governance plan and examine how to apply team leadership skills to initiate change.

MHA-FPX5014 - Healthcare Quality, Risk, and Regulatory Compliance (2)

Students investigate concepts, principles, processes, and issues associated with healthcare quality, risk, and regulatory compliance. Students examine performance measures associated with all of these factors to conduct a cost-benefit analysis. Students analyze formal and informal designs for process improvement to develop an organizational value-based proposal.

MHA-FPX5016 - Introduction to Health Information Systems (2)

Students develop the knowledge and skills needed to effectively use health information systems and technology in healthcare organizations and environments. Students differentiate between administrative, clinical, management, and decision-support information technology tools; design and evaluate short-and long-term IT management projects; and analyze the budgetary and financial concerns associated with implementing IT management projects. Students also demonstrate best practices and industry standards of health information systems management into professional practice, with an emphasis on effective staff management and organizational performance.

MHA-FPX5017 - Data Analysis for Healthcare Decisions (2)

Students in this course gain and apply an understanding of how data drives decision making at every level of healthcare administration, including in value-based reimbursement as well as operations and outcomes. Students identify ways to use data analysis tools and techniques in the pursuit of value, quality, and safety. Throughout the course, students use readings, media presentations, and real-world examples to analyze a particular foundational statistical concept and related practical application.

MHA-FPX5020 - Health Administration Capstone (2)

In this course, students demonstrate proficiency in their specialization area by selecting a healthcare problem in their specific area of interest, conducting a data analysis, and finally, proposing evidence-based recommendations for resolution. Throughout the course, students practice three key industry-identified competency groups' transformation, execution, and people. ***For MHA students only. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework.

MHA-FPX5028 - Comparative Models of Global Health Systems (2)

In this course, students identify, analyze, and compare world health care systems and the challenges associated with them. Students also demonstrate knowledge of the costs and benefits of implementing and measuring quality improvement programs intended to address community and global health system needs.

MHA-FPX5040 - Healthcare Administration Change Leadership (2)

Students investigate evidence-based approaches to change leadership, process management, and organizational design in complex, dynamic healthcare environments. Students apply analytical and innovative thinking to complex problems related to guiding change by using knowledge of theory and past trends to develop effective solutions. Students assess their own ability to manage change and identify stretch goals for their future development in change leadership.

MHA-FPX5042 - Team Development and Personal Leadership in Health Care Settings (2)

In this course, students receive personalized coaching and apply coaching techniques in a real world setting. Students demonstrate their knowledge of talent development, team leadership, professionalism, and interpersonal understanding in health care organizations. Students also evaluate their own leadership skills through introspective investigation, reflection, and coaching, and then use these skills to construct their own personal leadership plan.

MHA-FPX5064 - Health Information Systems Analysis and Design for Administrators (2)

Students examine the many aspects of health information systems, including project management, data, and database concepts as components of systems analysis and design. Students evaluate, analyze, and classify various systems in order to gain a better understanding of their inner workings. Students also research and apply current trends in health informatics.

MHA-FPX5068 - Leadership, Management, and Meaningful Use of Healthcare Technology (2)

Students analyze leadership and management principles essential to health informatics, with an emphasis on the significance of patient data safeguards, privacy, and data security. Participants explore the integration of information technology with clinical operations, ensuring not only the meaningful use of health technology but also its role in secure and effective organizational communications. Moreover, students pinpoint and articulate ethical and legal policies and procedures for end users, emphasizing the paramount importance of patient data protection and confidentiality.

MKT-FPX - Marketing FlexPath

MKT-FPX5410 - Digital Marketing (2)

Students in this course analyze how the internet and social media have transformed marketing strategy in today's interactive marketplace. Students in this course explore how companies can extend marketing theories and models to leverage digital marketing tactics such as SEO, lead generation, sales funnels, and social media. Students also explore how mobile optimization, metrics, and marketing analytics drive strategic business goals and objectives.

MKT-FPX5416 - Consumer Insights (2)

This course explores contemporary concepts of consumer behavior, as well as research tools and techniques commonly used to obtain information that informs marketing planning. Students examine key trends of consumer behavior central to marketing planning and implementation, ever changing consumer perceptions, influences, decision making, and the impact of social media and emerging technologies. Students gain a foundational understanding of primary and secondary research, critical discernment of information quality, analysis, and application of consumer insights and research findings to marketing planning and implementation.

MUSC-FPX - Music FlexPath

MUSC-FPX2000 - Fundamentals of Music with Practical Applications (3)

Students identify the components, genres, and uses of music. They label the fundamental components of music, music genres, and the practical applications of music. Lastly, students use digital tools to generate music.

NHS-FPX - Nursing and Health Sciences FlexPath

NHS-FPX4000 - Developing a Health Care Perspective (3)

In this course, students build and strengthen the knowledge, skills, and abilities needed to succeed in their program and in the workplace. Students engage in interactive activities that help them develop and demonstrate a health care perspective and expand their academic success strategies including organizational, critical thinking, and problem-solving skills. Students also develop an understanding of ethics, information literacy, and effective writing. ***For BSN, FlexPath and BS in Health Care Administration, FlexPath option students only. Must be taken during the student's first quarter. Students who are in a nursing program cannot take NHS-FPX4000 as an elective. Cannot be fulfilled by transfer or credit for prior learning.***

NHS-FPX5004 - Communication, Collaboration, and Case Analysis for Master's Students (2)

This course prepares students for master's-level coursework in the School of Nursing and Health Sciences. Throughout the course, students analyze how the role of the practitioner-scholar guides leadership in the healthcare field and determine the ways in which they can effectively use communication strategies expected of healthcare professionals. In particular, students examine the attributes that contribute to effective and ethical healthcare leadership, including professional collaboration, communication, and decision making. ***Must be taken by students in their first quarter.***

NHS-FPX6004 - Healthcare Law and Policy (2)

Students examine the political, legal, and regulatory issues impacting healthcare organizations and environments. Students analyze the effects of healthcare policy on health care practice and service delivery, with particular emphasis on the strategies used to monitor and maintain legal and regulatory compliance. Students also identify and apply healthcare policy and law concepts that promote organizational improvement.

Prerequisite: BHA-FPX3004 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 students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NHS-FPX6008 - Economics and Decision Making in Healthcare (2)

Students develop and demonstrate concepts, principles, issues, and trends in healthcare economics and the economic decision-making practices employed in the healthcare environment. Students analyze the political, legal, regulatory, organizational, and demographic implications of business decisions on healthcare economics; explore the ways economic and stakeholder influences affect operational planning and decision making; and practice applying performance monitoring and process management measures as part of the decision-making process. Students also examine cost-effective problem solving; community- and population-based orientation; and effective use of healthcare market research, analysis, and assessment.

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 students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NHS-FPX8002 - Collaboration, Communication, and Case Analysis for Doctoral Students (2)

This course prepares students for doctoral-level coursework in the School of Nursing and Health Sciences. Throughout the course, students analyze and evaluate how the scholar-practitioner model provides guidance for developing competencies in effective and ethical healthcare leadership, including professional and interprofessional collaboration, communication, and decision making. ***For DNP, FlexPath option students only. Must be taken during the student's first quarter.***

NHS-FPX8040 - 21st-Century Health Care Improvement (2)

Students in this course build foundational knowledge and skills needed to shape the future of health care. Through the lens of a 21st-century health care leader, students use critical thinking, analysis, and creative insights to examine a problem, gap, or opportunity for improvement within a health care or public health delivery system. Students also complete a culminating project charter to further develop a coherent quality improvement plan for 21st-century health care. ***For DNP, FlexPath option students only. Cannot be fulfilled by transfer.***

NSC-FPX - Natural Sciences FlexPath

NSC-FPX1150 - Science and Innovation (3)

In this course, students analyze concepts from the physical and biological sciences to identify the connections between science and innovation. Students investigate how science and innovation influence society as they develop critical thinking, scientific reasoning, and research skills.

NSC-FPX2000 - Weather, Climate, and Society (3)

Students build an understanding of basic weather and climate concepts. They locate, explain, and visually depict past and current weather and climate data. In addition, students identify the impact of weather and climate on society.

NURS-FPX - Nursing FlexPath

NURS-FPX4000 - Developing a Nursing Perspective (3)

Students build and strengthen the knowledge, skills, and abilities needed to succeed in their program and in the workplace. Students engage in interactive activities that help them develop and demonstrate a health care perspective and expand their academic success strategies including organizational, critical thinking, and problem-solving skills. Students also develop an understanding of ethics, information literacy, and effective writing. ***For BSN, FlexPath option students only. Must be taken during the student's first quarter. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

NURS-FPX4005 - Nursing Leadership: Focusing on People, Processes, and Organizations (3)

Students gain the understanding and abilities needed to champion and lead changes in interprofessional health care practice. Students use management theories and leadership strategies and apply interdisciplinary collaboration skills to improve systems outcomes while reducing the cost of care. ***For BSN, FlexPath option students only. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: Completion of or concurrent registration in NURS-FPX4000.

NURS-FPX4010 - Leading People, Processes, and Organizations in Interprofessional Practice (3)

Students in this course gain the understanding and abilities needed to champion and lead changes in interprofessional health care practice. Students use management theories and leadership strategies and apply interdisciplinary collaboration skills to improve systems outcomes while reducing the cost of care. ***For BSN, FlexPath option students only. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: Students who have received credit for NURS-FPX4000 may not take NURS-FPX4010.

NURS-FPX4015 - Pathophysiology, Pharmacology, and Physical Assessment: A Holistic Approach to Patient-Centered Care (3)

Students gain a comprehensive understanding of the interplay between pathophysiology, pharmacology, and physical assessment in nursing care. Students examine how these three critical components form a holistic approach to patient management. By integrating evidence-based practices, cultural competence, and scholarly writing standards, students develop the skills necessary to provide safe and effective care across various populations. ***For BSN, FlexPath option students only. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: NURS-FPX4000, completion of or concurrent registration in NURS-FPX4005.

NURS-FPX4020 - Improving Quality of Care and Patient Safety (3)

In this course, students build and demonstrate the skills necessary to contribute to the quality improvement of health care and patient safety. Students analyze elements of successful quality improvements as well as factors that lead to patient safety risks. In addition, students identify organizational interventions to promote patient safety and facilitate quality improvement processes to achieve desired patient, systems, and population outcomes. ***For BSN, FlexPath option students only. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: Students who have received credit for NURS-FPX4000 may not take NURS-FPX4020.

NURS-FPX4025 - Research and Evidence-Based Decision Making (3)

Students interpret research and apply an evidence-based practice model to make informed decisions in care planning. Students analyze the relevance and effectiveness of evidence in the processes of clinical reasoning and judgement to support interventions that result in desired patient, systems, and population outcomes. ***For BSN, FlexPath option students only. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: NURS-FPX4005, completion of or concurrent registration in NURS-FPX4015.

NURS-FPX4030 - Making Evidence-Based Decisions (3)

Students in this course interpret research and apply an evidence-based practice model to make informed decisions in care planning. Students analyze the relevance and effectiveness of evidence in the processes of clinical reasoning and judgement to support interventions that result in desired patient, systems, and population outcomes. ***For BSN, FlexPath students only. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: Students who have received credit for NURS-FPX4000 may not take NURS-FPX4030.

NURS-FPX4035 - Enhancing Patient Safety and Quality of Care (3)

Students build and demonstrate the skills necessary to contribute to the quality improvement of health care and patient safety. Students analyze elements of successful quality improvements as well as factors that lead to patient safety risks. In addition, students identify organizational interventions to promote patient safety and facilitate quality improvement processes to achieve desired patient, systems, and population outcomes. ***For BSN, FlexPath option students only. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: NURS-FPX4015, completion of or concurrent registration in NURS-FPX4025.

NURS-FPX4040 - Managing Health Information and Technology (3)

In this course, students leverage technology to effectively and efficiently achieve desired patient, systems, and population outcomes. Students develop and demonstrate generalist nursing practices needed to manage health information and patient care technologies. Student also develop strategies to improve security of patient information. ***For BSN, FlexPath students only. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: Students who have received credit for NURS-FPX4000 may not take NURS-FPX4040.

NURS-FPX4045 - Nursing Informatics: Managing Health Information and Technology (3)

Students leverage technology to effectively and efficiently achieve desired patient, systems, and population outcomes. Students develop and demonstrate generalist nursing practices needed to manage health information and patient care technologies. Student also develop strategies to improve security of patient information. ***For BSN, FlexPath option students only. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: NURS-FPX4025 or NURS-FPX6011, completion of or concurrent registration in NURS-FPX4035 or NURS-FPX6016.

NURS-FPX4050 - Coordinating Patient-Centered Care (3)

Students in this course apply the knowledge and skills needed to respond to the unique biopsychosocial attributes and situational context of each individual patient while recognizing the patient as full partner in all health care decision making. Students collaborate and adapt practices to support patient-centered care and defend decisions based on the code of ethics for nursing. ***For BSN, FlexPath students only. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: Students who have received credit for NURS-FPX4000 may not take NURS-FPX4050.

NURS-FPX4055 - Optimizing Population Health through Community Practice (3)

Students analyze the community and public health milieu, with emphasis on health promotion and disease prevention within a variety of community settings. Students apply principles of community and public health, health promotion, and epidemiology to create environments that improve health and safety. Students also examine leading health care indicators, health policy, and emergency preparedness. ***For BSN, FlexPath option students only.***

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)

In this course, students analyze the community and public health milieu, with emphasis on health promotion and disease prevention within a variety of community settings. Students apply principles of community and public health, health promotion, and epidemiology to create environments that improve health and safety. Students also examine leading health care indicators, health policy, and emergency preparedness. ***For BSN, FlexPath option students only.***

Prerequisite: Students who have received credit for NURS-FPX4000 may not take NURS-FPX4060.

NURS-FPX4065 - Patient-Centered Care Coordination (3)

Students apply the knowledge and skills needed to respond to the unique biopsychosocial attributes and situational context of each individual patient while recognizing the patient as full partner in all health care decision making. Students collaborate and adapt practices to support patient-centered care and defend decisions based on the code of ethics for nursing. ***For BSN, FlexPath option students only. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: NURS-FPX4035 or NURS-FPX6016, completion or concurrent registration in NURS-FPX4055.

NURS-FPX4900 - Capstone Project for Nursing (3)

The capstone course is the culmination of the BSN degree program and provides students the opportunity to demonstrate the competencies they have gained during their program. Students integrate new knowledge from the literature into practice via direct practicum hours in a patient, family, or group setting to demonstrate proficiency and create high-quality deliverables to apply in future practice. In the capstone experience, students also further apply their knowledge of the program outcomes. ***For BSN, FlexPath option students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

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)

The capstone course is the culmination of the BSN degree program and provides students the opportunity to demonstrate the competencies they have gained during their program. Students integrate new knowledge from the literature into practice via direct practicum hours in a patient, family, or group setting to demonstrate proficiency and create high-quality deliverables to apply in future practice. In the capstone experience, students also further apply their knowledge of the program outcomes. ***For BSN, FlexPath option students only. Must be taken during the student's final quarter. The capstone has rigorous, project-based deliverables—students should plan for several weeks to successfully complete the course. Students who are in a nursing program cannot take a NURS-FPX course as an elective.***

Prerequisite: NURS-FPX4055, NURS-FPX4065.

NURS-FPX5003 - Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2)

In this course, students apply concepts, frameworks, and models used to foster health promotion and disease prevention. Students evaluate individual and population wellness from various perspectives. Students examine factors that cause wellness gaps among people. By analyzing effective health assessment methods and communication strategies, students identify best practices for developing a population-focused approach to health promotion and disease prevention. ***For MSN, FlexPath option students only.***

NURS-FPX5005 - Introduction to Nursing Research, Ethics, and Technology (2)

Students in this course gain and demonstrate knowledge of nursing research, ethics, and information technology in health care settings. Students apply the basic principles of nursing research and ways that information systems and patient care technologies contribute to improving patient outcomes. Students also evaluate ethics in nursing research and scholarship and how evidence-based practice relates to the effective use of information technologies in nursing practice. ***For MSN, FlexPath option students only.***

NURS-FPX5007 - Leadership for Nursing Practice (2)

In this course, students examine and apply theoretical concepts and leadership competencies for nursing practice. Students evaluate evidence-based best practices and behaviors that support effective nursing leadership in health care settings, and analyze strategies for coordination, delegation, and goal setting and performance improvement. Students also assess concepts and principles of health care policy, legal and regulatory issues, and quality control in health care and the nursing profession. ***For MSN, FlexPath option students only.***

NURS-FPX6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (2)

Students acquire an understanding of the nature of evidence and its relative value and weight in making clinical decisions that impact patient and population outcomes. In particular, students assess appropriate methods and analytic approaches in order to investigate, evaluate, and synthesize the best available evidence for potential solutions and innovations. ***For***

Accelerated Master's Pathway, BSN/MSN and MSN, FlexPath option students only.

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 students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6016 - Quality Improvement of Interprofessional Care (2)

Students develop and demonstrate competence in the design, implementation, and evaluation of interprofessional quality improvement initiatives. Students investigate models for quality improvement, with an emphasis on outcome identification and measurement. Students also examine quality within the context of patient safety through adverse event and near-miss analyses. ***For Accelerated Master's Pathway, BSN/MSN and MSN, FlexPath option students only.***

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 students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6020 - Advanced Nursing Practice 1: Biopsychosocial Concepts (2)

Students develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes in order to promote quality and cost-effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact the Institute of Medicine's six domains of healthcare quality: Safe, Effective, Patient-centered, Timely, Efficient, and of Consistent Quality. ***For MSN, FlexPath option students only.***

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 students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6025 - MSN Practicum (2)

Students in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Students create and implement a personalized practice immersion experience under the supervision of a preceptor at a site of their choice and demonstrate synthesis of professional and academic growth and practice by participating in a community of collaboration, sharing resources, experiences, and practice tips with their fellow students. Throughout the practice immersion, students also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). ***For MSN, FlexPath option students only. Must be taken during the student's final quarter. Special permission is required for registration.***

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 students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6026 - Biopsychosocial Concepts for Advanced Nursing Practice 2 (2)

Students in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost-effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact population health, as defined by the Institute for Healthcare Improvement. ***For MSN, FlexPath option students only.***

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 students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6030 - MSN Practicum and Capstone (3)

Students in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Students create and implement a personalized practicum experience under the supervision of a preceptor at a site of their choice and demonstrate synthesis of professional and academic growth and practice. Throughout the practicum, students also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). ***For MSN, FlexPath option students only. Must be taken during the student's final quarter. Special permission is required for registration.***

Prerequisite: Completion of all required and elective coursework. MSN Nursing Informatics, FlexPath option students must have completed NURS-FPX6080. RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students 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)

Students develop critical thinking skills, advanced knowledge, and preparation for master's-level nursing practice in a designated specialization. Students create and implement a personalized practicum experience under the supervision of a preceptor at the practicum site of choice and record practicum experiences in a clinical log. During this practicum, students begin the process of synthesizing professional and academic growth and practice while applying the content learned in the specialization courses to the practicum. Additionally, students document progress, provide evidence of accomplishments, and track hours. Students are required to completed 100 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6100, NURS-FPX6108, NURS-FPX6112, NURS-FPX6116; or NURS-FPX6200, NURS-FPX6222, NURS-FPX6224, NURS-FPX6226; or NURS-FPX6400, NURS-FPX6422, NURS-FPX6424, NURS-FPX6426; or NURS-FPX6620, NURS-FPX6622, NURS-FPX6624. NURS-FPX6626.

NURS-FPX6085 - MSN Practicum and Capstone (3)

Students develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Students create and implement a personalized practicum experience under the supervision of a preceptor at a field site of their choice and demonstrate synthesis of professional and academic growth and practice by participating in a community of collaboration and sharing resources, experiences, and practice tips with their fellow students. Throughout the practicum, students also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). Students are required to completed 200 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***
Prerequisite: NURS-FPX6080.

NURS-FPX6100 - The Role of Nurse Educators (2)

Students examine the tripartite faculty role of teaching, service, and scholarship and the responsibilities associated with functioning as a nurse educator in an academic or healthcare environment. Students also analyze nurse educator competencies and the professional development activities expected of those who fill this multidimensional role. Students are required

to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6103 - The Nurse Educator Role (2)

In the course, students examine the tripartite faculty role of teaching, service, and scholarship and the responsibilities associated with functioning as a nurse educator in an academic or health care environment. Students also analyze nurse educator competencies and the professional development activities expected of those who fill this multidimensional role. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6105 - Teaching and Active Learning Strategies (2)

In this course, students examine how the application of educational theory and teaching strategies facilitate learning in the classroom, online, in the laboratory, and in clinical settings. Students also investigate concepts associated with the domains of learning, learning styles, student engagement, and classroom management techniques. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6107 - Curriculum Design, Development, and Evaluation (2)

In this course, students examine curriculum frameworks and models used in nursing education. Throughout the course, students demonstrate their understanding of these frameworks by beginning to develop curricula that are designed to reflect professional nursing standards and contemporary health care trends and that are structured to achieve expected student outcomes. Students also investigate the evaluation process used to assess curriculum design and identify accreditation and regulatory requirements that impact nursing curricula. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6108 - Curriculum Overview: Design, Develop and Evaluate (2)

Students examine curriculum frameworks and models used in nursing education. Throughout the course, students demonstrate their understanding of these frameworks by beginning to develop curricula that are designed to reflect professional nursing standards and contemporary healthcare trends and that are structured to achieve expected student outcomes. Students also explore the evaluation process used to assess curriculum design and identify accreditation and regulatory requirements that impact nursing curricula. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6109 - Integrating Technology into Nursing Education (2)

In this course, students examine the integration of current and evolving technology into nursing education. Students investigate the use of multimedia, social media, computer-based technology, learning management systems, simulation, technology tools for outcomes

assessment, and the process for selecting the appropriate technology. Students demonstrate their ability to integrate technology in an academic or health care environment by developing a relevant project and accompanying evaluation plan. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6111 - Assessment and Evaluation in Nursing Education (2)

In this course, students investigate a variety of strategies used to assess and evaluate student learning in the classroom, online, in the laboratory, and in clinical settings, as well as within all domains of learning. Students develop and demonstrate the skills required to use assessment and evaluation data to improve the teaching-learning process, measure the achievement of learning outcomes, and evaluate program effectiveness. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6112 - Technology Integration for Nursing Education (2)

Students examine the integration of current and evolving technology into nursing education. Students investigate the use of multimedia, social media, computer-based technology, learning management systems, simulation, technology tools for outcomes assessment, and the process for selecting the appropriate technology. Students demonstrate their ability to integrate technology in an academic or healthcare environment by developing a relevant project and accompanying evaluation plan. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6116 - Nursing Education Assessment and Evaluation (2)

Students explore a variety of strategies used to assess and evaluate student learning in the classroom, online, in the laboratory, and in clinical settings, as well as within all domains of learning. Students develop the skills required to use assessment and evaluation data to improve the teaching-learning process, measure the achievement of learning outcomes, and evaluate program effectiveness. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6200 - Management and Leadership for Nurse Executives (2)

Students develop and demonstrate knowledge of contemporary leadership and management concepts and theories relevant to a variety of healthcare delivery settings. Students analyze the nurse leader's role in leading high-performing healthcare teams and examine the skills needed to collaborate with and create buy-in from stakeholders, colleagues, constituencies, and interdisciplinary teams. Students also examine the impact of cultural, ethical, and regulatory considerations on decision making and implement a future-looking strategic vision to ensure sustainable gains in quality and safety. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6210 - Leadership and Management for Nurse Executives (2)

Students in this course develop and demonstrate knowledge of contemporary leadership and management concepts and theories relevant to a variety of health care delivery settings. Students analyze the nurse leader's role in leading high-performing health care teams and examine the skills needed to collaborate with, and create buy-in from, stakeholders, colleagues, constituencies, and interdisciplinary teams. Students also examine the impact of cultural, ethical, and regulatory considerations on decision making and implement a future-looking strategic vision to ensure sustainable gains in quality and safety. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6212 - Health Care Quality and Safety Management (2)

Students in this course examine the nurse leader's role in helping to effectively integrate into health care delivery systems the quality and safety principles that inform evidence-based changes and best practices. Students demonstrate an understanding of the ways they can measure health care quality and safety; monitor and assess patient safety and outcomes; develop a transparent system for identifying and resolving medical errors and adverse patient outcomes; use data to monitor and improve patient care and outcomes; and support a culture of quality and safety. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6214 - Health Care Informatics and Technology (2)

Students in this course gain and demonstrate the knowledge and skills nurse leaders need in order to utilize health information technology to enhance patient care and outcomes. In particular, students develop a strategy for technological integration and examine the ways in which they can use technology to evaluate patient data to inform patient diagnoses and outcomes. Students also assess the effective management of technological change within the health care environment and examine issues of consumer access to information and the privacy and confidentiality of patient information. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6216 - Advanced Finance and Operations Management (2)

Students in this course examine the nurse leader's role in establishing and managing an operations and capital budget. In particular, students develop an understanding of how to incorporate variances or discretionary spending, manage the labor force within budget parameters, examine the availability and

appropriate use of equipment and supplies, and apply finance principles to a strategic plan for achieving an organization's fiscal goals. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6218 - Leading the Future of Health Care (2)

Students in this course examine the role of the nurse leader in evaluating and responding to health care opportunities and challenges in a rapidly changing local and global environment. Students develop proactive strategies to drive and lead changes in health care and integrate evidence-based decision making into the culture of the health care organization. Students also develop the critical-thinking and communication skills needed to positively influence health care redesign and examine the effects of visionary leadership in the field. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6222 - Healthcare Safety and Quality Management (2)

Students examine the nurse leader's role in helping to effectively integrate into healthcare delivery systems the quality and safety principles that inform evidence-based changes and best practices. Students demonstrate an understanding of the ways they can measure healthcare quality and safety; monitor and assess patient safety and outcomes; develop a transparent system for identifying and resolving medical errors and adverse patient outcomes; use data to monitor and improve patient care and outcomes; and support a culture of quality and safety. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6224 - Healthcare Technology and Informatics (2)

Students gain and demonstrate the knowledge and skills nurse leaders need in order to utilize healthcare technology to enhance patient care and organizational outcomes. In particular, students develop a strategy for technological integration and examine the ways in which they can use technology to evaluate patient data and organizational readiness. Students also use the strategic planning process to assess, evaluate, and implement technology that promotes improved healthcare outcomes. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6226 - Advanced Operations and Finance Management (2)

Students examine the nurse leader's role in establishing and managing an operations and capital budget. In particular, students develop an understanding of how to incorporate variances or discretionary spending, manage the labor force within budget parameters, examine the availability and appropriate use of equipment and supplies, and apply finance principles to a strategic plan for achieving an organization's fiscal goals. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6400 - Nursing Informatics Fundamentals (2)

Students analyze the roles, theories, ethical implications, and standards of nursing informatics practice. Students identify the rules, regulations, and current trends that govern professionals in the field. In addition, students examine the evolution and perspectives of nursing informatics, evaluate the effectiveness of information and communication modalities to

support the delivery of healthcare, and integrate the knowledge and skills needed to lead and support improvements in healthcare. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6410 - Fundamentals of Nursing Informatics (2)

Throughout the course, students analyze the roles, theories, ethical implications, and standards of nursing informatics practice. Students identify the rules, regulations, and current trends that govern professionals in the field. In addition, students examine the evolution and perspectives of nursing informatics and apply knowledge and skills needed to lead and support improvements in health care. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6412 - Analysis of Clinical Information Systems and Application to Nursing Practice (2)

In this course, students analyze and synthesize the various aspects of clinical information systems used by nurses to deliver quality health care. In particular, students acquire the knowledge and skills needed to effectively plan, design, build, and implement health/clinical information systems within nursing practice. Students also apply evidence-based informatics strategies to effect improved clinical outcomes. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6414 - Advancing Health Care Through Data Mining (2)

Students in this course analyze and validate data and demonstrate the ability to act as key drivers in nursing informatics. Throughout the course, students develop databases to enhance decision-making capabilities that improve clinical outcomes in multiple health care environments. In addition, students examine the implications of data use related to responsibility, accountability, and dissemination. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6416 - Managing the Nursing Informatics Life Cycle (2)

In this course, students evaluate the typical life cycle of implementation, testing, evaluating, and supporting both hardware and software applications. Students also apply project and change management principles in relation to the life cycle of a health care information system. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6422 - Clinical Information Systems and Application to Nursing Practice Analysis (2)

Students analyze the various aspects of information and communication technologies to deliver quality healthcare. Students acquire the knowledge and skills needed to effectively plan, design, implement, and disseminate information and communication technology modalities within nursing practice. Students also apply evidence-based informatics strategies to effect improved clinical outcomes. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6424 - Data Mining to Advance Healthcare (2)

Students analyze and validate data as key drivers in nursing informatics. Throughout the course, students develop databases to enhance decision-making capabilities to improve clinical outcomes in multiple healthcare environments. In addition, students explore the implications of data use related to responsibility and accountability and present the findings to various stakeholders. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6426 - Nursing Informatics Life Cycle Management (2)

Students evaluate the typical life cycle of implementation, testing, evaluating, and supporting both hardware and software applications. Students also apply project and change management principles in relation to the life cycle of a healthcare information system. Finally, students integrate information and communication technology modalities to optimize healthcare delivery. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6610 - Introduction to Care Coordination (2)

In this course, students examine the importance of nurses' contributions to coordinating patient care and the nurse's role in coordinating care in varied settings. Students identify essential members of the patient care team needed for interprofessional collaboration and assess how the current health care climate is shaping the future. In addition, students evaluate care coordination plans and outcomes according to performance measures and professional standards as well as develop patient assessments based on current legislation, policies, and evidence-based research. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6612 - Health Care Models Used in Care Coordination (2)

Students in this course examine how emerging health care models are incorporated into the larger framework of clinical care oversight. Students analyze the role of informatics in nursing care coordination and the ways in which client information is collected and used to influence health outcomes. Students also identify the ways in which care coordination can support cost efficiency, promote quality of care, and affect positive health outcomes. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6614 - Structure and Process in Care Coordination (2)

Students in this course gain and demonstrate knowledge of the various care coordination components, including client selection criteria,

communication methodologies, clinical team development, assessment tools, care plan and profile development, cultural considerations, data structuring for reporting, and clinical efficiency. Students examine the responsibilities of the nurse care coordinator to the client prior to the implementation of the care plan and during the care coordination process. Students evaluate successful strategies for interviewing and organizing information around client health, goal setting, efficient clinical oversight, technological support, and data formatting. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6616 - Ethical and Legal Considerations in Care Coordination (2)

In this course, students examine the care coordination process in relation to confidentiality and client privacy, management of consents for health care, client rights in the care coordination process, terminations of care coordination management, and the importance of clinical team collaboration and communication. Students investigate the process of aligning limited resources with client needs and apply an understanding of the balance required between cost effectiveness and conscious stewardship. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6618 - Leadership in Care Coordination (2)

Students in this course propose a project for change in a care coordination setting, aligning care coordination resources with community health care needs. Students apply project management best practices to affect ethical practices and support positive health outcomes in the delivery of safe care in compliance with applicable regulatory requirements. In addition, students identify ways in which the care coordinator leader supports collaboration between key stakeholders in the care coordination process. ***For MSN, FlexPath option students only.***

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option students must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6620 - Care Coordination Healthcare Models (2)

Students examine how the Quadruple Aim is incorporated into the larger framework of clinical care oversight. Students analyze the role of technology in nursing care coordination and the ways in which data is used to inform decision-making to influence healthcare outcomes. Students also identify the ways in which care coordination can enhance the patient experience, improve health outcomes within the community, reduce costs of care, and improve patient and provider satisfaction. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6622 - Care Coordination Structure and Process (2)

Students identify and analyze gaps in practice for a specific population and the barriers affecting the care coordination process. Students create a strategy to resolve the gaps through enhanced care coordination process and interprofessional collaboration to improve healthcare outcomes. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6624 - Care Coordination Ethical and Legal Considerations (2)

Students examine the legal and ethical implications in relation to care coordination in

diverse settings. Students examine clinical team collaboration and effective communication strategies. Students navigate the process of aligning limited resources with client needs with regard to a variety of healthcare considerations. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6626 - Care Coordination Leadership (2)

Students propose a project for change in a healthcare setting, aligning care coordination resources with community healthcare needs. Students apply project management best practices to influence ethical practices and support positive health outcomes in the delivery of safe, relevant care in compliance with applicable regulatory requirements. In addition, students identify ways in which the care coordinator leader supports collaboration between key stakeholders in the care coordination process. Students are required to complete 50 practicum hours. ***For MSN, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX8004 - Advanced Doctoral Writing for Nurses (2)

Students write as doctoral professionals in concisely organized text, using appropriate evidence and tone. Students apply communication with stakeholders regarding a specific problem, possible intervention, or process change; synthesize literature; and translate existing literature into the quality improvement process. Students gain foundational knowledge and skills to progress in their doctoral journey. ***For DNP, FlexPath option students only.***

NURS-FPX8006 - Nursing Research and Evidence-Based Practice (2)

Students apply the steps of the evidence-based practice (EBP) process to a healthcare safety issue, evaluating research designs, methods, and results and then determining the practical significance and application of evidence on the chosen healthcare safety issue. Students also have opportunities to incorporate inter-professional communication and collaboration to appropriately assess and address the healthcare needs of patients. As students progress through the course, they build and present their case, evaluate evidenced-based literature, and create a policy or procedure for the implementation of a quality improvement project in a healthcare setting. ***For DNP, FlexPath option students only.***

NURS-FPX8008 - Person-Centered Care in Doctoral Practice (2)

This course is designed to equip advanced nursing professionals with the specialized knowledge and skills required to lead the design, implementation, and evaluation of patient-centered care models within complex healthcare systems. With a focus on the intersection of evidence-based practice, theory, leadership, and quality improvement, students delve into the essential aspects of patient-centered care delivery, addressing the dynamic needs of patient populations across various clinical settings. ***For DNP, FlexPath option students only.***

NURS-FPX8010 - Executive Leadership in Contemporary Nursing (2)

Students analyze and evaluate interrelationships within complex healthcare delivery systems, including organizational stakeholders; executive power structures; and population, fiscal, and policy issues. Students apply this knowledge as well as executive leadership skills to professional practice and recommend policy changes that support system-level strategic priorities. ***For DNP, FlexPath option students only.***

NURS-FPX8012 - Nursing Technology and Healthcare Information Systems (2)

Students analyze the many facets of health informatics from the perspectives of data, information, knowledge, and wisdom. Students also evaluate the role of nurses in advanced nursing practice roles with relation to policy-making, application design, technology selection, usability, safety, security, outcome data analysis, and interdisciplinary clinical workflow integration. In addition, students investigate strategies related to the utilization of information technology for quality improvement initiatives, evidence-based practice guideline

implementation, administrative and clinical decision-making, and patient and clinician education. ***For DNP, FlexPath option students only.***

NURS-FPX8014 - Global Population Health (2)

Students evaluate global health issues and propose and evaluate interventions to address global health concerns. Throughout the course, students build the knowledge and skills necessary to lead the development and implementation of institutional, local, state, national, or international healthcare initiatives. ***For DNP, FlexPath option students only.***

Prerequisite: NURS-FPX8010.

NURS-FPX8020 - Doctoral Executive Leadership in Contemporary Nursing (2)

Students analyze executive leaders' roles in complex healthcare delivery systems relevant to contemporary nursing and leverage evidence-based leadership qualities to evaluate the relationships among organizations, key stakeholders, and policy effectiveness. Students apply this knowledge to professional practice and organizational priorities for effective strategic planning. Through the synthesis of course concepts, students develop and apply a real-world perspective to common issues and challenges at the system level. Students gain the foundational knowledge and skills to progress in their doctoral journey. ***For DNP, FlexPath option students only.***

NURS-FPX8022 - Nursing Technology and Advanced Healthcare Information Systems (2)

Students analyze the use of nursing technology and healthcare information systems. Students apply informatics concepts to select, use, and evaluate electronic and digital tools for improving healthcare by utilizing existing primary data to answer secondary questions regarding population and processes. Students analyze the effects of technology on legal and ethical issues relating to expert practice and gain experience leading initiatives to maximize the power of informatics now and in the future. Students gain the foundational knowledge and skills to progress in their doctoral journey. ***For DNP, FlexPath option students only.***

NURS-FPX8024 - Advanced Global Population Health (2)

Students evaluate global health issues and propose and evaluate interventions to address global health concerns. Throughout the course, students build the knowledge and skills necessary to lead the development and implementation of institutional, local, state, national, or international healthcare initiatives. ***For DNP, FlexPath option students only.***

Prerequisite: NURS-FPX8020.

NURS-FPX8030 - Evidence-Based Practice Process for the Nursing Doctoral Student (2)

In this course, students apply the steps of the evidence-based practice (EBP) process to a health care challenge. Students assess scholarly literature, evaluate research methods, interpret the results, understand the practical significance of health care data analyses, and prepare to use sound research practices in the development of a capstone project. ***For DNP, FlexPath option students only. Cannot be fulfilled by transfer.***

Prerequisite: NHS-FPX8002.

NURS-FPX8045 - Doctoral Writing and Professional Practice (2)

Students in this course write as doctoral professionals, including crafting a compelling argument and creating a literature review that supports a possible intervention or process change. Students also obtain approval for their practicum site and preceptor and complete the related paperwork. ***For DNP, FlexPath option students only. Cannot be fulfilled by transfer.***

Prerequisite: NURS-FPX8030, completion of or concurrent registration in NURS-FPX8012.

NURS-FPX9000 - Doctor of Nursing Practice 1 (2)

Students define their project gap, interventions, desirable quality improvement outcomes, and their roles in project implementation. This course requires university approval of the topic prospectus. ***For DNP, FlexPath option students only.***

Prerequisite: Completion of all didactic coursework.

NURS-FPX9010 - Doctor of Nursing Practice 2 (2)

Students associate project outcomes with a quality improvement model and formalize the project implementation plan. This course requires university approval to begin the implementation phase of their project. ***For DNP, FlexPath option students only.***

Prerequisite: NURS-FPX9000.

NURS-FPX9020 - Doctor of Nursing Practice 3 (2)

Students implement their projects demonstrating the leadership skills gained thus far in the program. Throughout the course, students reflect on the processes of implementation and refine their project details through writing prompts. This course requires completion of practicum hours. ***For DNP, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX9010.

NURS-FPX9030 - Doctor of Nursing Practice 4 (2)

Students begin the process of documenting their project in a scholarly manner. Throughout the course, students refine their project details and further develop their manuscript in the areas of data analysis, results, and conclusions. This course requires completion of practicum hours. ***For DNP, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX9020.

NURS-FPX9040 - Doctor of Nursing Practice 5 (2)

Students complete the manuscript and reflect on their experience with the doctoral project. Students also develop dissemination skills by developing a presentation on the purpose, intervention, and results of their project. This course requires completion of all practicum hours and university approval of manuscript. ***For DNP, FlexPath option students only. Special permission is required for registration.***

Prerequisite: NURS-FPX9030.

NURS-FPX9100 - Defining the Nursing Doctoral Project (2)

In this course, students finalize a project charter to address a clinical or organizational problem or take advantage of an opportunity for improvement within a health care or public health setting. Students also meet a high standard for ethical, interprofessional practice. Students begin precepted practicum hours in this course. ***For DNP, FlexPath option students only. Special permission is required for registration. Cannot be fulfilled by transfer.***

Prerequisite: NHS-FPX8040, NURS-FPX8010, NURS-FPX8012, NURS-FPX8014, NURS-FPX8030, NURS-FPX8045, RSCH-FPX7864.

NURS-FPX9901 - Nursing Doctoral Project 1 (2)

Students in this course obtain university approval to begin the implementation phase of their project. At the completion of the course, students associate project outcomes with a quality/performance improvement framework and formalize the project implementation plan. This course requires completion of practicum hours. ***For DNP, FlexPath option students only. Cannot be fulfilled by transfer.***

Prerequisite: NURS-FPX9100.

NURS-FPX9902 - Nursing Doctoral Project 2 (2)

In this course, students implement their projects and reflect on the process and lessons learned. Students also conduct an exhaustive search of the literature, critically appraise the evidence, and develop a coherent interpretation and synthesis of the main themes and relationships among sources. This course requires completion of practicum hours. ***For DNP, FlexPath option students only. Cannot be fulfilled by transfer.***

Prerequisite: NURS-FPX9901.

NURS-FPX9903 - Nursing Doctoral Project 3 (2)

Students in this course begin the process of documenting their project in a scholarly manner. Throughout the course, students evaluate data, incorporate evidence, draft analysis, and develop the first part of their doctoral project. This course requires completion of practicum hours. ***For DNP,***

FlexPath option students only. Cannot be fulfilled by transfer.

Prerequisite: NURS-FPX9902.

NURS-FPX9904 - Nursing Doctoral Project 4 (2)

In this course, students complete the final report and apply knowledge and experience gained during the doctoral project. Students also create a presentation on the purpose, intervention, and results of their project to develop dissemination skills. This course requires completion of practicum hours. ***For DNP, FlexPath option students only. Cannot be fulfilled by transfer.***

Prerequisite: NURS-FPX9903.

NURS-FPX9980 - Doctoral Project Development (2)

This course provides students with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Students analyze, critique, and integrate information into the design and implementation of their project. ***For DNP, FlexPath option students only. Special permission is required for registration. Cannot be fulfilled by transfer.***

PHI-FPX - Philosophy FlexPath

PHI-FPX1010 - Thinking Outside the Box: Critical Thinking and Problem Solving (3)

Students investigate creative critical thinking approaches. They identify critical thinking and problem-solving strategies. Students use innovative thinking to identify solutions to complex problems and explain their solutions.

PHI-FPX3100 - Ethical Dilemmas (3)

Students apply ethical theories to find solutions to common dilemmas, showing how different ethical approaches lead to different actions in difficult situations. Students construct a moral argument, applying ethical reasoning to different situations. Additionally, students develop a personal ethical framework for making choices throughout their lives. ***Students who have received credit for PHI-FPX2000 may not take PHI-FPX3100.***

PHY-FPX - Physical Science FlexPath

PHY-FPX1000 - Introduction to Astronomy (3)

Students investigate the science of astronomy and define the Earth's place in the universe. They build an understanding of the scientific phenomenon of the solar system, including Earth as a planet, stellar and galactic evolution, and the nature of the physical universe as a whole.

PM-FPX - Project Management FlexPath

PM-FPX1000 - Project Management Principles (1.5)

Students build an understanding of the fundamental basics of project management and gain a broad overview of project management standards and their applicability to both business and IT projects. Students analyze management theories, concepts, tools and techniques defined by the Project Management Institute (PMI®) including the Process Groups and Knowledge Areas. Students also investigate other project management methodologies and frameworks, with an emphasis on Agile. ***Students who have received credit for PM-FPX3000 may not take PM-FPX1000.***

PM-FPX4000 - Foundations of Project Management Domains (3)

Students develop a strong grounding in the essential elements of project management and equip themselves with the foundational knowledge needed to navigate and excel in diverse project environments. Students delve into the Project Management Institute (PMI) performance domains, exploring each area critical to successful project management and combining theoretical concepts with practical applications to real-world scenarios. Students investigate the importance of people-oriented skills, such as communications, team building and leadership. The course culminates in a final project where students apply the knowledge learned in the development and management of a project.

Prerequisite: PM-FPX1000.

PM-FPX4020 - Integration and Scope Management (3)

Students gain an understanding of integration management and scope management knowledge areas. Students identify and examine the processes, tools, and techniques used to integrate activities from execution to project completion, and manage the interdependencies among the project management knowledge areas. Students create the scope management plan component of the project management plan and emphasize a system solutions approach for gathering and defining business requirements and leveraging project change management for controlling project scope. Finally, students consider the importance of developing strategic business and leadership skills, such as listening, problem solving, team building, market awareness, and customer relationship skills.

Prerequisite: PM-FPX4000.

PM-FPX4030 - Scheduling, Cost, and Quality Management (3)

Students investigate project scheduling and cost and quality management in a business or information technology (IT) project context. Students analyze project scheduling, costs, and quality management processes, including quality planning, quality assurance, and quality control. Students also monitor project results to evaluate compliance with schedule, costs and quality standards and gain an understanding of the steps involved in planning, performing, and controlling a business or IT project. Students identify a variety of scheduling, cost and quality tools that can be used independently or conjunctively. Finally, students utilize project management software to help in developing a project schedule.

Prerequisite: PM-FPX4000.

PM-FPX4040 - Human Resources and Motivation Management (3)

Students sample strategies for improving creativity, teamwork, and job satisfaction within a project team by creating and developing a project and recruiting team members. Students analyze the theories on individual motivation and how it fits in the organizational structure. Students examine the strengths and weaknesses of organizational development supporting project team member development to gain knowledge of how to effectively motivate project team members. Students also gain understanding about virtual teams, how to effectively manage them, and evaluate the link between personality traits and resolving team conflicts and how to effectively communicate with your team to manage change.

Prerequisite: PM-FPX4000.

PM-FPX4050 - Communication and Stakeholder Management (3)

Students develop an understanding of project communication and stakeholder management knowledge areas. Students analyze the processes, tools, and techniques used to manage project communications and stakeholders across project management process groups and emphasize executive project sponsorship as a strategic tool for project success. Students also acquire skills in strategic business management and leadership: customer relationship and satisfaction, operational functions, conflict management, negotiation, listening, problem solving, and team building.

Prerequisite: PM-FPX4000.

PM-FPX4060 - Risk Management in Project Management (3)

Students analyze project risk management and examine the processes, tools and techniques used to identify, analyze, prioritize, respond, and control risk on a project. Students gain an understanding of how a risk management process can be standardized. Students also acquire and demonstrate business management and leadership skills such as planning, environmental awareness and conditions, benefits management, brainstorming, listening, negotiation, problem solving, and team building.

Prerequisite: PM-FPX4000.

PM-FPX4070 - Procurement Management in Project Management (3)

Students examine procurement management and investigate the various types of contracts, their terms and conditions, and execution. Students develop contract specifications, find potential sources, and evaluate bids. Finally, students

examine ethical standards and legal requirements in procurement within the global market.

Prerequisite: PM-FPX4000.

PM-FPX4080 - Agile Project Management (3)

Students are introduced to the concepts of Agile Project Management (APM). Students gain an understanding of APM's objectives, which are, in part, to deliver customer value earlier in repeated iterations, adapt to changes in a more flexible and timely manner to ultimately gain a result of higher customer satisfaction, and increased team morale, collaboration, and ownership. Students apply their skills and knowledge to a scenario that requires the development of an APM-based project plan.

Prerequisite: PM-FPX4000.

PM-FPX5018 - Project Management Foundations (2)

In this cross-disciplinary course, students analyze the fundamentals of project management and gain an overview of project management standards and their applicability to managing projects, with an emphasis on management methodologies and frameworks, including those defined by the Project Management Institute (PMI®). Students have the opportunity to participate in experiential learning by bringing in a workplace project, or they may use the project provided in the course. Students cultivate effective project management leadership skills, including project politics and ethics and collaboration.

PM-FPX5332 - Project Management Planning, Execution, and Control (2)

This course covers the components of project management within the project planning, executing, monitoring, and controlling process groups. Students identify project requirements and develop a project plan that considers project scope, time, and cost in managing competing project requirements. Students also demonstrate the application of various project management tools including activity estimation, resource assignment, work breakdown structure (WBS) creation and the development of a project management schedule.

Prerequisite: PM-FPX5018.

PM-FPX5333 - Project Budgeting, Procurement, and Quality (2)

Students investigate project cost, quality, and procurement in business or information technology (IT) project context. Students analyze the fundamental concepts and principles of the following project management knowledge areas: project cost management, project quality management, and project procurement management by demonstrating the application of tools, techniques, and methodologies within these areas of study. Students apply various tools and techniques, in an integrative manner, to manage interdependencies among project management process groups.

Prerequisite: PM-FPX5018.

PM-FPX5334 - Project Risk Assessment and Control (2)

Students in this course examine and demonstrate their knowledge of the components of project risk management including assessing project risk identification and mitigation strategies; evaluation of risk impact analysis methods; and evaluation of risk analysis techniques to ensure project success. Students also assess project risk management certifications and professional development activities to identify future project risk management professional opportunities.

Prerequisite: PM-FPX5018.

PSY-FPX - Psychology FlexPath

PSY-FPX5002 - Foundations of Theory and Practice for Master's Psychology Students (2.5)

In this course, students acquire the ability to navigate the Capella courseroom and use the resources that support academic success, including the library and writing center. Students identify and practice the academic requirements (including APA style and formatting) necessary to successfully complete the master's degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on master's-level psychology training. ***For MS in Psychology students***

only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer.

PSY-FPX5110 - Ethics and Individual Differences in Psychology (2.5)

Students analyze a range of human perspectives and factors and their influences on the ethical behavior of psychology professionals. Students evaluate and articulate such issues within the context of different settings and practice applying ethical reasoning principles and standards within their profession.

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option students require special permission for registration and must have completed PSYC-FPX3700 and PSYC-FPX4101.

PSY-FPX5120 - Social Psychology (2.5)

This course provides an overview of how behavior is shaped and influenced within a social context. Within this framework, students analyze interpersonal relationships, social cognition, social inference, emotion, and personality. Students review and demonstrate their knowledge of the social psychology of decision making, attitude formation, and social attribution as they relate to contemporary issues. Students also apply social psychological theory and research to various clinical, educational, and organizational settings.

PSY-FPX5140 - Program Evaluation (2.5)

Students in this course examine the theories, techniques, methods, and processes used for program evaluation. Students synthesize knowledge and skills gained from prior coursework to design a program evaluation, plan its implementation, and communicate the results in appropriate and effective formats.

Prerequisite: RSCH-FPX7864.

PSY-FPX5201 - Integrative Project for Master's Degree in Psychology (2.5)

In this course, students demonstrate knowledge, scholarship, and research proficiency in their chosen psychology specialization. As they engage with a faculty mentor in the preparation of a five-chapter integrative project, students develop and demonstrate academic and professional competency in proposing new and original research, writing and applying for grants, adhering to ethical standards, addressing individual differences in psychology, and explaining psychology concepts. ***For MS in Psychology students only. Must be taken during the student's final quarter. Cannot be fulfilled by transfer.***

Prerequisite: All required and elective coursework.

PSY-FPX6010 - Human Prenatal Development (2.5)

Students in this course gain an overview of prenatal and postnatal development through the first three months of life. Students analyze genetic and reproductive technology and articulate its impact on families and society. Throughout the course, students demonstrate their knowledge of the stages of prenatal development (embryonic and fetal). Students investigate various prenatal illnesses and physical problems while considering the impact of access to and differences in prenatal care. In addition, students engage with research, theoretical, and ethical best practices related to promoting healthy newborn and infant development.

PSY-FPX6015 - Lifespan Development (2.5)

Students investigate stages of lifespan development from prenatal development through late adulthood. Students gain an understanding of development, considered from individual, familial, and systemic perspectives. Students apply developmental theories and research findings to understand human development and to identify and support interventions for developmental concerns.

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option students require special permission for registration and must have completed PSYC-FPX3700 and PSYC-FPX4101.

PSY-FPX6020 - Advocacy in Child and Adolescent Development (2.5)

Students in this course critically evaluate and apply theory and research to child and adolescent development issues and current topics. Students analyze the impact of policy and legislation in

areas such as education, health, mental health, the military, media, and the economy on child and adolescent developmental outcomes and advocate for issues related to policy and legislation that improve the lives of children and adolescents.

Prerequisite: PSY-FPX6010; PSY-FPX6025 or PSY-FPX6030.

PSY-FPX6025 - Child Psychology (2.5)

Students gain and apply knowledge of the developmental stages of children from the prenatal period to adolescence. Students examine how children develop physically, emotionally, socially, and cognitively, and evaluate and articulate the influences of family, society, and culture on child and adolescent development. Students also assess children's evolving needs and apply theory and research to recommend appropriate responses to those needs.

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option students require special permission for registration and must have completed PSYC-FPX3700 and PSYC-FPX4101.

PSY-FPX6030 - Adolescent Psychology (2.5)

In this course, students gain and apply knowledge of the developmental stages from early adolescence to emerging adulthood. Students evaluate and articulate the physical, psychosocial, emotional, sexual, moral, and cognitive changes associated with adolescent development and examine the ways in which adolescent development is influenced by family, society, and culture. Students also assess the evolving needs of adolescents and apply theory and research in order to recommend appropriate responses to those needs.

PSY-FPX6100 - Introduction to Educational Psychology (2.5)

Students in this course identify and describe the principles of learning, motivation, and assessment necessary to teach educational psychology. Throughout the course, students examine and explain specific strategies used to enhance pedagogy, curriculum design and adaptation, and student performance.

PSY-FPX6110 - Learning Theories in Psychology (2.5)

Students analyze psychological and learning theories and their principles and concepts and identify how these apply to learning processes. Students present research designs and methodologies from current research studies and investigate the connection between theories and research processes. Additionally, students apply theories and research findings to case studies.

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option students 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)

In this course, students identify and confirm theories and research of industrial/organizational psychology. Students examine the various psychological constructs affecting individuals, groups, teams, and organizations in the workplace and explore ethical principles as they relate to decision-making processes. Students also evaluate the differences between industrial and organizational psychology and explore various assessment methods, models, and interventions applicable across workplace settings.

PSY-FPX6720 - Psychology of Leadership (2.5)
Students gain a comprehensive review of leadership theories and factors, including leader development, leadership styles, and societal issues relevant to leadership in various settings. Students research and evaluate leadership principles and apply leadership theory to clinical, counseling, educational, organizational, and sports settings. Students examine case studies; investigate and evaluate the processes and best practices of leader development; analyze their own leadership strengths; and relate this knowledge to their professional practice.

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option students require special permission for registration and must have completed PSYC-FPX3700 and PSYC-FPX4101.

PSY-FPX6730 - Consultation Psychology (2.5)

Students in this course evaluate current theories of psychological consultation and analyze the variety of roles and interventions that engage psychological consultants in an applied setting. Students examine psychological consultants' contributions to clinical, educational, industrial, and organizational settings and demonstrate the competencies required to evaluate and conduct psychological consultative services through applied case work, practice, and self-appraisal. Other course topics include consultation ethics, models of consultation research, and the dynamics of the consultant-client relationship.

PSY-FPX6740 - Industrial/Organizational Psychology Practices in Personnel and Human Resource Management (2.5)

Students in this course analyze psychologically based methods, tools, and practices used in industrial/organizational psychology, including needs assessment, personnel selection, job analysis, performance management and appraisal, organizational functioning, motivation, training, and management, in the context of their application to human resource management. Students identify the underlying psychological theories, research, and approaches related to human resource management and synthesize these theories and research to develop evidence-based application grounded in science and scholarship. Throughout the course, students gain and demonstrate a working knowledge of organizational systems and culture.

PSY-FPX6810 - Principles of Sport Psychology (2.5)

Students apply psychological theories to explain and improve sport performance. Students evaluate the implications of new research for professional practice in sport psychology and explore the ways in which they can meet the unique needs of others through customized coaching strategies. Students examine personality, attention, anxiety, arousal and arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, and self-confidence.

Prerequisite: PSY-FPX6110. Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option students require special permission for registration and must have completed PSYC-FPX3700 and PSYC-FPX4101.

PSY-FPX6820 - Performance Enhancement in Sports (2.5)

Students in this course examine the mechanisms athletes use to exceed their perceived physical and mental limitations. In addition, students apply performance enhancement theories and techniques to help clients improve athletic performance. Topics include strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation.

Prerequisite: PSY-FPX6810.

PSY-FPX6830 - Applied Sport Psychology (2.5)

Students acquire and demonstrate the knowledge, skills, and abilities needed to apply fundamental sport psychology concepts to their chosen profession. Students consider ethical issues, their personal approach to sport psychology practice, and ways to use research to inform their work. Students also examine the significance of working with various populations and expanding their areas of expertise.

Prerequisite: PSY-FPX6820.

PSY-FPX6840 - Current Issues in Sport Psychology (2.5)

In this course, students critically analyze the research, theories, and practices of sport psychology. Students examine current issues in sports and determine ways to ethically and professionally apply sport psychology practices to educate sports participants and to improve the performance of athletes.

Prerequisite: PSY-FPX6820.

PSY-FPX7310 - Biological Basis of Behavior (2.5)

This course is an introduction to physiological psychology and associated topics, including genetics, functional neuroanatomy, and physiology. Students develop and demonstrate an understanding of brain functioning; sensory systems; attention, memory, perception, and language mechanisms; and the effects of neurotransmitters on human behavior. Students also identify the relationship between brain functions and behavioral disorders and analyze current physiological psychology research and ethics.

PSY-FPX7421 - Cognitive/Affective Psychology (2.5)

Students in this course apply knowledge of theoretical foundations and the basic principles and models of cognitive/affective psychology to mental processes, such as how individuals acquire, process, and store information; how they think, perceive, remember, and learn; and how they experience feelings, moods, and emotions. Students also demonstrate ways in which the integration of cognitive and affect influence an individual's behavior.

PSY-FPX7610 - Tests and Measurements (2.5)

Students investigate focuses on essential concepts, principles, applications, and social and theoretical issues of psychological testing. Students gain understanding in the construction of tests; analyze the development and use of tests in measuring aptitudes, achievement, attitudes, interests, and personality; and identify underlying theories of various tests. Students analyze the characteristics desired in psychological and educational tests, with particular emphasis on reliability and validity, and evaluate best practices and professional standards for educational and psychological testing. In addition, students assess the role of technology in delivery, administration, scoring, and interpretation of tests.

PSYC-FPX - Psychology FlexPath

PSYC-FPX1010 - Introductory Psychology (1.5)

Students identify the major subdisciplines of psychology and analyze how psychologists develop understanding of human nature and behavior through scientific research. Students examine such areas as the brain and memory, cognition, human development, emotions, motivations, social influence, and psychological disorders. Students apply this knowledge on personal, professional, and societal levels through assignments involving everyday situations and global issues. ***Students who have received credit for PSYC-FPX1000 may not take PSYC-FPX1010.***

PSYC-FPX1540 - The Psychology of Human Differences and Society (1.5)

Students identify basic concepts of studying human differences as influenced by society within the scientific study of human thoughts and behavior. Students gain an understanding of social differences as well as review tools for thinking about human functioning within a psychological framework. Students examine psychological theories and research related to an array of human differences while exploring the effects of social norms on expectations for individual behavior. Students further review methods of coping with social stigma. ***Students who have received credit for PSYC-FPX3540 may not take PSYC-FPX1540.***

PSYC-FPX2002 - The Skillful Psychology Student (3)

Students strengthen their academic writing, critical thinking, problem solving, research, and organizational skills in relation to psychology so that they may grow and apply professional skills within their program and the workplace. Students build information literacy skills and develop an understanding of how to prepare for a career with their bachelor's degree in psychology. ***For BS in Psychology, FlexPath option students only. Must be taken during the student's first quarter. Cannot be fulfilled by transfer or prior learning assessment.***

PSYC-FPX2210 - Introduction to Psychology of Social Media (1.5)

In this introductory course, students apply psychological principles and concepts to the personal and business use of social media. Students examine trends, motivations, and challenges in the use and abuse of social media and evaluate the psychological rewards and risks of connecting with others, gaining attention, and engagement. Students also analyze prosocial and antisocial media uses and the basics of social media marketing.

PSYC-FPX2240 - Psychology of the Workplace (1.5)

Students gain and demonstrate foundational knowledge of industrial-organizational psychology and human behavior in the workplace. Students investigate influences on individual and team workplace behavior. Students examine individual differences, employee attitudes and motivation, stress, job analysis and performance, training and development, and leadership as they affect an organization. ***Students who have received credit for PSYC-FPX4200 may not take PSYC-FPX2240.***

PSYC-FPX2320 - Introduction to Counseling and Psychotherapy (1.5)

Introduction to Counseling and Psychotherapy. Students in this course explore a variety of mental health disciplines, settings, and populations. Students build knowledge of and practice the communication and psychotherapy skills used in professional mental health areas, such as addictions counseling, marriage and family therapy, mental health counseling, and school counseling. Students apply knowledge of psychotherapeutic methods and research findings to support interventions in real-world problems in living.

Prerequisite: PSYC-FPX1010.

PYSC-FPX2520 - Social Psychology in Action (1.5)

Students cultivate an understanding of how the social context influences an individual's thoughts, feelings, and behaviors. Students examine the three areas of social perception, interaction, and influence, in particular. Students gain an understanding of social cognition, the social self, interpersonal relationships, helping behavior, attitude formation, aggression, discrimination, group dynamics, and social dilemmas and consider this information in the context of public policy and the workplace. ***Students who have received credit for PSYC-FPX3520 may not take PSYC-FPX2520.***

PSYC-FPX2600 - Development Across the Lifespan (1.5)

Students analyze physical, cognitive, and sociocultural development throughout the human lifespan as viewed by research and theories, both classical and contemporary. Students explore the notable milestones across life's stages, the interaction between heredity and the environment, and the experience of aging. Students review the methods used to study human development, engage in scientific reasoning about related topics, and consider ethics. Students further consider the relationship between lifespan developmental knowledge and their personal and professional lives. ***Students who have received credit for PSYC-FPX3210 may not take PSYC-FPX2600.***

PSYC-FPX2700 - Child Development (1.5)

Students investigate the scientific study of cognitive, social and physical human development from the prenatal stage through middle childhood. Using major theories and research findings, students explore children's physical and mental growth, biology, emotion, personality, family and peer dynamics, and early education experiences. Students also consider how various contexts shape development in meaningful ways during childhood.

PSYC-FPX2720 - Adolescent Psychology (1.5)

Students investigate the scientific study of the biological, cognitive, psychological, emotional, and social changes that occur during adolescence. Using major theories and research findings, students examine physical and mental growth, biology, gender roles, sexuality, resilience, mental health, and family and peer relationships. Students also consider educational and vocational factors in addition to how various contexts influence adolescents.

PSYC-FPX2740 - Adult Development and Aging (1.5)

Students investigate the aging process and adult development period from an interdisciplinary perspective, with particular emphasis on physical, cognitive, social, and psychological aspects. Students examine health, resilience, and meaning in life, emphasizing a path towards a successful life journey. Additionally, students explore individual and systemic issues in the aging experience as well as myths and stereotypes around aging.

PSYC-FPX2800 - Gender and Human Sexuality (1.5)

Students examine the physical, cognitive, and emotional aspects of human sexuality as they relate to current and historical perspectives. Students analyze social and biological foundations of human sexuality and develop their understanding of sexuality in individuals and their relationships. Students also apply theory and historical perspectives to their study of human reproduction, contraception and abortion, sexuality and social policy, and sexual behavior and contemporary society. In addition, students demonstrate their knowledge of ethical practices

that guide professional behavior in the field of human sexuality.

PSYC-FPX3110 - Abnormal Psychology (3)

The focus of this course is abnormal behavior, which students investigate using the framework of mental pathology. Students evaluate scientific, empirically based analyses of mental disorders and deviant behavior. Students also examine the range of psychological disorders and assess the disorders' biological, psychological, and social consequences. In addition, students demonstrate their knowledge of abnormal psychology treatment methods.

PSYC-FPX3130 - Criminal Psychology and Behavior (3)

Students gain a basic understanding of the impact criminal psychology and criminal behaviors have on the law, police, and communities. Students also examine the uses of criminal psychology relative to criminal behaviors, and theories surrounding these behaviors. In addition, students analyze popular criminal defenses relative to criminal psychology and behaviors and explore examples in well-known criminal cases.

PSYC-FPX3210 - Human Lifespan Development (3)

This course is a survey of physical, cognitive, emotional, and social development throughout the lifespan as viewed by research and theories, both classical and contemporary. Students explore the interaction between heredity and the environment, the research methods used by developmental psychologists, and apply stage and non-stage human development theories and research to modern problems and individual experiences. ***Students who have received credit for PSYC-FPX2600 may not take PSYC-FPX3210.***

Prerequisite: PSYC-FPX1010, completion of or concurrent registration in PSYC-FPX3540.

PSYC-FPX3310 - Brain, Body, and Behavior (3)

Students explore the mind-body connection and the biological bases of behavior. Students analyze the structure and functions of the nervous system, brain evolution and plasticity, methodology of physiological psychology, and the neurological bases of sensation, perception, motivation, emotion, and higher cortical functions. Students also explore biopsychological underpinnings of sleep and consciousness, addiction, and mental health.

Prerequisite: PSYC-FPX1010.

PSYC-FPX3501 - Cognitive Psychology in Action (3)

Students analyze psychological theories, concepts of learning, and cognition as well as how they apply to education and lifelong learning. Students apply these theories and concepts, along with research findings to learning in general and to educational practices. Students also apply this knowledge to gain insight into their own learning processes through discovery of ideas such as metacognition, optimal challenge and performance, critical thinking, self-directed learning, and the relationship between procrastination and motivation.

PSYC-FPX3520 - Introduction to Social Psychology (3)

This course is an introduction to the scientific study of the social context on an individual's thoughts, feelings, and behaviors and the three areas of social perception, interaction, and influence in particular. Students gain and demonstrate knowledge of social cognition; the social self; interpersonal relationships; helping behavior; group behavior; attitude formation; aggression; conformity; obedience; and social perceptions related to individuals and groups. ***Students who have received credit for PSYC-FPX2520 may not take PSYC-FPX3520.***

Prerequisite: PSYC-FPX1010, completion of or concurrent registration in PSYC-FPX3210.

PSYC-FPX3700 - Statistics for Psychology (3)

Students apply quantitative statistics to the study of human behavior. Students systematically examine and test hypotheses and relationships using statistical software; interpret, display, and present statistical data; and analyze the validity of arguments based on statistics. In particular, students gain and demonstrate skills required to conduct statistical sampling, define statistical assumptions and requirements, test statistical differences between and among groups, evaluate

correlations, calculate effect size, and determine practical and statistical significance. Students also consider career contingencies as they relate to statistics. ***Cannot be fulfilled by transfer or prior learning assessment.***

Prerequisite: MAT-FPX2150, PSYC-FPX1010.

PSYC-FPX3770 - Psychology of Human Motivation and Performance (3)

Students apply theory and research findings to understand and solve problems in human motivation and performance. Students explore theories and concepts central to understanding motivation. Students examine intrinsic and extrinsic motivation, stress, emotions, optimal challenge, self-regulation, and more. Students research and apply strategies to analyze how motivation and performance can be improved in areas such as work, education, sports, addictions, and public health. Students apply motivation theories and concepts to their own motivation and performance goals.

PSYC-FPX4101 - History, Systems, and Contemporary Psychology (3)

Students build their knowledge of the history of psychology as an academic discipline, with a joint emphasis on historical systems and current topics in Western culture. Students consider historical schools of thought, significant psychologists, social events, and systemic influences that have shaped the development of the field as a science. Further, students analyze the evolution of the field's ideas regarding the human mind and behavior, approaches to research, and areas of focus in a time of rapid social and technological change. Through personal and professional application, students explore the utility of theory and psychological knowledge for future directions in the field and creating positive social change.

Prerequisite: PSYC-FPX1010, PSYC-FPX1540.

PSYC-FPX4110 - Positive Psychology (3)

In this course, students apply theory, research, and evidence-based practices in the scientific study of optimal human functioning. Students evaluate the development of positive emotional, cognitive, and behavioral states and traits such as happiness and well-being, self-efficacy, optimism, hope, wisdom, courage, mindfulness, flow, spirituality, empathy, altruism, gratitude, forgiveness, and love and articulate how they influence flourishing relationships. Students also assess and employ positive psychology principles in personal and professional settings from a strengths perspective.

PSYC-FPX4325 - Stress, Trauma, and Wellness (3)

Students engage in a comprehensive exploration of the field of stress, trauma, and wellness. Students examine the nature of stress and trauma (from global pandemics, to war, to personal victimization, to everyday job-related stressors), theories of stress and trauma, how stress and trauma impact individuals and communities, the treatment of stress and trauma related disorders, and the areas of secondary and tertiary victimization. Students gain an understanding of coping strategies, relaxation techniques, and other tools for building resiliency and wellness in ourselves and our communities.

PSYC-FPX4600 - Research Methods in Psychology (3)

Students demonstrate their knowledge of fundamental research methods and tools used in psychology. Students use research methods and designs to show how the scientific method can be applied to the study of human behavior and thought, including ethical considerations for conducting research with human participants. ***Cannot be fulfilled by credit for prior learning.***

Prerequisite: PSYC-FPX3700.

PSYC-FPX4900 - Psychology Capstone Project (3)

The capstone project is the culmination of the bachelor's degree program in Psychology and provides students the opportunity to demonstrate the research, analysis, writing, and communication skills they've gained during their program. Throughout the course, students examine real-life implications of psychology and how practicing the principles of the field may optimally contribute to society. During the capstone experience, students also explore how this degree can support their next steps, both professionally and personally. ***For BS in Psychology, FlexPath option students only. Must be***

taken during the student's final quarter. Cannot be fulfilled by transfer or credit for prior learning.

Prerequisite: PSYC-FPX4600.

RSCH-FPX - Research FlexPath

RSCH-FPX7860 - Survey of Research Methods (2)

Students in this course critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Students develop and apply skills needed to become educated consumers and creators of research. Students also use their research design skills to analyze and apply research methodologies, validity, reliability and other components of scientific research related to their field of interest.

RSCH-FPX7864 - Quantitative Design and Analysis (2)

Students gain an understanding of the logic, computation, and interpretation of statistics, with an emphasis on decision-making skills in the research process and on the application and interpretation of statistical results. Students utilize the statistical program JASP to practice running and interpreting statistical analyses.

RSCH-FPX7868 - Qualitative Design and Analysis (2)

Students investigate essential concepts and methods for conducting qualitative research. Students engage in hands-on practice with qualitative research techniques, focusing on the appropriate applications, strengths, and limitations of various qualitative approaches, sampling methods, and analysis strategies. Throughout the course, students develop an understanding of ethical considerations, particularly when researching vulnerable and diverse populations, and strategies to protect human subjects. Students also examine the alignment of qualitative approaches with sampling and analysis approaches to ensure rigor and produce meaningful insights.

SOC-FPX - Sociology FlexPath

SOC-FPX1150 - How Society Works: Human Differences, Collaboration, and Problem Solving (3)

Students investigate the concepts and theories that shape how society works. Students use the methods of sociological inquiry to critically examine their personal perspectives on social issues, improve their problem-solving skills, and develop a comprehensive understanding of society.

SOC-FPX3100 - Social Problems, Individual Identities, and Public Policy (3)

Students analyze how societal issues are identified, how individual and group identities influence these issues, and how policies are crafted to address them. Students identify the many bases of inequalities to social problems and apply sociological perspectives to current issues facing communities and the nation.

Capella Faculty

Capella University seeks out faculty who hold top academic credentials in the areas they teach. Each faculty member has completed specialized training in our distinctive competency-based approach to education and will offer support as you work toward achieving your goals.

Connect with Capella Faculty

Our faculty members are approachable and welcome questions. Just let us know what program you're interested in and we'll connect you with the right faculty member. Call 866.561.9754 or email us and we'll do the rest.

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