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About NCU

Mission

Northcentral University educates professionals throughout the world and provides an accessible opportunity to earn a U.S. regionally accredited degree. Northcentral mentors students One-to-One with highly credentialed faculty via advanced delivery modalities. Northcentral commits to helping students achieve academically and become valuable contributors to their communities and within their professions.

Vision

Northcentral University is a premier online graduate university and a global leader in providing unprecedented access to U.S. regionally accredited higher education.

VALUES: I.D.E.A.s Founded on INTEGRITY

We hold all members of our community to the highest ethical standards of professional and academic conduct and the rules and regulations of U.S. higher education.

Innovation: We envision new and innovative education delivery systems, and support proven concepts of teaching and learning. We encourage our community to seek solutions to educational challenges that will improve the quality of our programs and services.

Diversity: Northcentral University (NCU) celebrates the diversity of thought, action, and cultural groups within our community and is committed to equity for all people. We act on our belief that the educational journey will be enhanced if it is diverse in nature by actively promoting respect and understanding for different cultures, social groups, and experiences.

Excellence: Our community is committed to excellence in academics and service. We value leadership and strive for continuous improvement in everything we do. We define and measure outcomes and take action to ensure that our community's passion for excellence is never compromised.

Accountability: We are deeply committed to holding each member of the University responsible for their scholarly and professional work. We expect financial responsibility in the actions of our students and University team.

Distance Learning at NCU

In the Northcentral University distance-learning environment, students and faculty interact one-to-one. The University uses a personalized teaching model wherein students and faculty interact asynchronously during a course to achieve learning outcomes. Faculty members function as instructors, facilitators, guides, consultants, and evaluators. A complete list of salaried faculty and their qualifications can be found in the Academic Administration & Faculty section.

All degree programs include a set of fundamental courses and a set of related specialization courses allowing the student to select coursework closely associated with his or her educational and career goals. Students complete a degree plan, guided by faculty and supported by traditional texts, technology, and electronic resources and databases. Where appropriate, students must satisfy general education and/or content area requirements. Elective courses are divided into specializations at the undergraduate level and specializations at the graduate level. Students choose from a carefully selected array of courses that support program objectives.

NCU utilizes its own proprietary Learning Management System (LMS), *NCUOne*, to provide an enriched online experience for students. *NCUOne* is tailored to NCU's unique one-to-one teaching model and graduate program focus.

Facilities

As an online university, NCU does not have a physical campus or equipment other than its state-of-the-art computing and networking resources to meet the needs of students working at a distance. Prospective students are informed of the computer capacity requirements for successful access to all NCU systems and learning resources. NCU has a service center office in Arizona with the headquarters located in California. Northcentral University does not provide dormitory facilities and is not responsible for assisting students in finding housing in their respective locations. For reference, the median rental housing cost in California is \$2,509 per month.

NCU Building Locations

- Arizona: 8667 E. Hartford Drive Suite #100; Scottsdale, AZ 85255(Service Center)
- California: 2488 Historic Decatur Road, Suite 100; San Diego, CA 92106 (Administrative/Legal Headquarters)

Board of Trustees Members

- George A. Burnett, NCU President and Chief Executive Officer, (ex officio member)
- Jerry Israel, PhD (Chair)
- Karen F. Rizk (Vice Chair)
- Harold Greenberg (Secretary/Treasurer)
- Brian Hermelin, MBA (Member)
- James Horton, PhD (Member)
- Steve Linden (Member)
- Curtis L. McCray, PhD (Member)
- Tom Page (Member)
- Kevin Prokop, MBA (Member)
- Barbara Ross-Lee, D.O., FACOFP (Member)
- John Schnabel, MBA (Member)
- Irene Wang (Member)
- William Whittington, JD (Member)

History and Accreditation of Northcentral University

Founded in 1996, NCU (NCU) is a regionally accredited, private, online, and graduate-focused university, serving professionals globally. The University offers doctoral, master's, and bachelor's degrees in business and technology management, education, psychology as well as marriage and family therapy. Courses are taught one-to-one by a member of NCU's 100 percent doctoral faculty, and there are no physical residency requirements. NCU is regionally accredited by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, [510-748-9001](tel:510-748-9001), www.wascenior.org.

Key Dates in NCU History



Facts & Figures

Facts & Figures

- NCU was founded in 1996 in Prescott, AZ
- NCU includes the following schools:
 - The School of Business
 - The School of Education
 - The Graduate School

- The School of Health Sciences
- The School of Social and Behavioral Sciences
- The School of Technology
- NCU offers bachelor's, master's, and doctoral degrees taught completely online; no physical residency is required
- NCU has more than 5,500 alumni
- NCU has nearly 10,000 students
- Ninety-eight percent of NCU's student body is graduate students; 69 percent of whom are completing their doctoral degree
- Students from more than 58 countries, on six continents, attend NCU
- All NCU faculty – full-time and adjunct – have a doctoral degree
- NCU offers the first ever Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) Accredited distance based Marriage and Family Therapy program
- NCU's teaching method is based on a one-to-one learning model where students work directly with their faculty.
 - There are no team projects
- Student support services include:
 - **New student orientation** provides students new to NCU with an online, interactive tour of the online *NCUOne*, library and Academic Success Center, as well as highlights methods for engaging with faculty and fellow students
 - *NCU Library* supports degree programs by making accessible thousands of scientific and academic publications through databases such as EBSCO Host, SAGE Journals Online, Wiley Online Library, ProQuest, and many others
 - The *Academic Success Center* provides support through written resources, Grammarly, APA Style CENTRAL, live chat, recorded coaching, live group coaching, and live one-to-one coaching
 - The *Dissertation Center* provides resources and tools for students in doctoral programs
 - The **Center for Teaching and Learning** promotes effective teaching and enhanced student learning by encouraging and supporting faculty efforts to explore the teaching and learning process
 - **ePortfolio** enables students to organize, store and display written documents, photos, spreadsheets, graphics and references
 - Students can also create online, password-protected portfolios

Notice

Northcentral University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec 1101 et seq.).

ACCREDITATION & ACADEMIC ALIGNMENT

- NCU is regionally accredited by the WASC Senior College and University Commission (WSCUC)
- The University is a private institution that is approved to operate by the Bureau of Private Postsecondary Education. Approval to operate means compliance with state standards as set forth in the CEC and 5, CCR.
- NCU Bachelor of Business Administration (BBA), Master of Business Administration (MBA), Master of Science in Accounting (MSA), Doctor of Business Administration (DBA), and Doctor of Philosophy in Business Administration (PhD-BA) programs in the School of Business are accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

- NCU offers the first primarily distance-based Master of Arts in Marriage and Family Therapy (MAMFT) accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- NCU is a Registered Education Provider (R.E.P.) for the Project Management Institute (PMI ®) (PMI is a registered mark of Project Management Institute, Inc.)
- The Society for Human Resource Management (SHRM) has recognized Northcentral's Human Resources Management specializations for the BBA and MBA programs as fully aligning with SHRM's HR Curriculum Guidebook and Templates

Institutional Learning Outcomes

Institutional Learning Outcomes					
Students graduating from Northcentral University will be able to:					
Oral Communication	Written Communication	Quantitative Reasoning	Critical Thinking	Information Literacy	Research Skills
Bachelor's <i>Articulate scholarly beliefs, opinions, and concepts across a wide range of contexts</i>	Bachelor's <i>Provide written scholarly beliefs, opinions, and concepts across a wide range of contexts</i>	Bachelor's <i>Provide interpretation, representation, calculation, application, and analysis of data and information in authentic contexts</i>	Bachelor's <i>Analyze own and others' assumptions and arguments</i>	Bachelor's <i>Use resources needed in order to support a decision or address a problem</i>	Bachelor's <i>Not applicable</i>
Master's <i>Verbally provide scholarly beliefs, opinions, and concepts across a wide range of contexts</i>	Master's <i>Relate written scholarly beliefs, opinions, and concepts across a wide range of contexts</i>	Master's <i>Analyze interpretation, representation, calculation, application, and analysis of data and information in authentic contexts</i>	Master's <i>Evaluate own and others' assumptions and arguments</i>	Master's <i>Determine resources needed in order to support a decision or address a problem</i>	Master's <i>Determine research skills necessary to complete the culminating experience for degree</i>
Doctoral <i>Verbally relate scholarly beliefs, opinions, and concepts across a wide range of contexts</i>	Doctoral <i>Interpret written scholarly beliefs, opinions, and concepts across a wide range of contexts</i>	Doctoral <i>Assess interpretation, representation, calculation, application, and analysis of data and information in authentic contexts</i>	Doctoral <i>Synthesize own and others' assumptions and arguments</i>	Doctoral <i>Integrate resources needed in order to support a decision or address a problem</i>	Doctoral <i>Integrate requisite research skills to complete culminating experience for degree</i>

Self-Monitoring Procedures

NCU engages objective third-party evaluators to review the institution's maintenance and operation in compliance with the California Private Postsecondary Education Act of 2009 and this Division of the Bureau on a biennial basis. The University will use the results of the third-party review to implement changes to processes and procedures as necessary. Additionally, NCU monitors alerts and notifications from the Bureau to identify *ad hoc* changes that may be needed prior to the institution's next scheduled review.

Northcentral University Holiday Closures

NCU offices are closed on the following holidays and students are notified through the NCU's messaging system of such closures:

Holiday	Upcoming Closure Dates
Labor Day	Monday, September 2, 2018
Thanksgiving	Thursday and Friday, November 22 and 23, 2018

Winter Holiday / Christmas Eve and Christmas Day	Monday and Tuesday, December 24 and 25, 2018
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Graduation Calendar

The current graduation calendar and general information about the NCU graduation process and ceremony schedule can be found at <http://www.ncu.edu/graduation>.

Academic Administration & Faculty

Office of the Provost

Name	Qualifications
Harpool, David, Provost and Chief Academic Officer	PhD, Higher Education Leadership, Saint Louis University Juris Doctorate, School of Law, University of Missouri- Columbia
LaNear, John, Senior Vice President of Academic Affairs	PhD, Educational Leadership and Policy Analysis, University of Wisconsin-Madison J.D. School of Law, University of Missouri-Kansas City
Rodriguez, Ray, Vice President Academic Operations	EdD, Adult and Higher Education, Northern Illinois University MA, Law Enforcement and Justice Administration, Western Illinois University
Carpenter, Corey, Student and Faculty Ombuds	DBA, General Business, Northcentral University
Dunham, Chris, Vice President of Curriculum Development	Masters of Business Administration, Webster University
Hussey, Heather, Director, Institutional Assessment	PhD, Psychology, The University of New Hampshire
Fulginiti, John, Director of Institutional Research Surveys and Analytics	PhD, Educational Psychology, University of Arizona
Lehan, Tara, Director, Faculty & Student Resources	PhD, Marriage and Family Therapy, The Florida State University
Racer, Jennifer, University Registrar	MA, Organizational Management, University of Phoenix

Bernet, Kristen, Associate Librarian	MLIS, Library and Information Science, The Catholic University of America BA, American History, American University
Bezetz, Amanda, Librarian II/Reference and Instruction Librarian	MLS, Library and Information Science, University of South Florida
Duncan, Taylor, Librarian II/Reference and Instruction Librarian	MLS, Library and Information Science, University of Pittsburgh MA, Literary and Cultural Studies, Carnegie Mellon University
Young, Chelsea, Director, Center for Teaching and Learning	MBA, Management, Northcentral University
Nyysti, Katia, Director, VAC	BS, Business Administration, Boston University

School of Business

Administration & Faculty

Name	Qualifications
Walters, Kelley, Dean	PhD, Reading Education, Oakland University
Scheg, Abigail, Assistant Dean of Faculty	PhD, Composition, and TESOL, Indiana University of Pennsylvania
Sledge, Melissa, Assistant Dean of Students	Master of Business Administration, University of Phoenix
Cooper, Tammi, Director of Assessment	PhD, Organization and Management, Capella University
Wade, David, Director of Curriculum	PhD, Instructional Technology, Utah State University
Orlando, John, Associate Director of Faculty Support and Development	PhD, Philosophy, University of Wisconsin-Madison
Grantham, Georgia, Associate Director Faculty Support and Development	PhD, Vocational Education, Colorado State University
Allen, Brian, Faculty	DBA, Technology Entrepreneurship, Walden University
Bakari, Marie, Faculty	DBA, Business Administration, Walden University

Bradley, Jama, Faculty	PhD, Education, University of Tennessee-Knoxville
Hughes, Larry, Faculty	PhD, Organizational Behavior Statistics/Methods, University of Nebraska
Jones, James, Faculty	PhD, Public Safety, Capella University
Kim, Namhee, Faculty	PhD, Education, University of Minnesota-Twin Cities
Kimmel, Sharon, Faculty	PhD, Applied Social Research, Lehigh University-Bethlehem
Kong, Ying, Faculty	PhD, Mass Communications, Pennsylvania State University
Menefee, Stephanie, Faculty	PhD, Public Administration, Old Dominion University
Rawlings, Melody, Faculty	PhD, Educational Leadership, Northern Kentucky University
Rebman, Shellie, Faculty	JD, St. Louis University of Law
Roberts, Kenny, Faculty	PhD, Management and Finance, Walden University
Sanders, Randee, Faculty	PhD, Leadership Development and Organizational Management, University of Maryland University College
Sopko, Leila, Faculty	PhD, Applied Management and Decision Sciences, Walden University
Thompson, Richard C., Faculty	PhD, Strategic Management, University of Colorado-Boulder
Voris, Michael, Faculty	PhD, Business Administration, Florida International University-Miami
White, Gary, Faculty	PhD, Education Leadership/Systems with Special in Marketing and Higher Education

School of Education

Administration & Faculty

Name	Qualifications
Riggle, Andy, Dean	PhD, Educational Leadership, University of Dayton
Wellner, Laurie, Assistant Dean of Faculty	EdD, Organizational Leadership, University of La Verne, California

Pucci, Thomas, Assistant Dean of Students	PhD, Education, Curriculum and Instruction, University of New Mexico-Albuquerque
Hall, Barbara, Director, Curriculum	PhD, Instructional Design for Online Learning, Capella University
Prager, Erika, Director, Assessment	EdD, Adult and Post-Secondary Education, University of Wyoming
Bloomberg, Linda, Associate Director, Faculty Support and Development	EdD, Adult Education Guided Intensive Study, Teachers College Columbia University in the City of New York
Buvoltz, Katherine, Associate Director, Faculty Support and Development	PhD, Organizational Leadership: Human Resource Development, Regent University
Akagi, Cynthia, Faculty	PhD, Human Ecology, Kansas State University-Manhattan
Armstrong, Ann, Faculty	EdD, Communication, Computing, and Technology in Education, Teachers College Columbia University
Beverly, Monifa, Faculty	PhD, Education, University of North Carolina at Chapel Hill
Buckley, Robin, Faculty	PhD, Clinical School Psychology, Hofstra University-Hempstead
Cummins, Linda, Faculty	PhD, Social Work, The Ohio State University-Columbus
Curda, Leslie, Faculty	PhD, Instructional Psychology and Technology, University of Oklahoma-Norman
Dinneen, Richard, Faculty	EdD, Athletic Administration, Northcentral University
George, Robert, Faculty	PhD, Educational Thought and Sociocultural Studies, University of New Mexico-Albuquerque
Graham, Gordon, Faculty	PhD, Continuing Education, University of Calgary
Jenkins, Chris, Faculty	PhD, Curriculum and Instruction, Oklahoma State University
Jennings, Miranda, Faculty	PhD, Educational Psychology, University of Connecticut-Storrs
Kelsey, Marla, Faculty	EdD, Child and Youth Studies, Nova Southeastern University-Fort Lauderdale
Lloyd, Carrie, Faculty	PhD, Psychology, Northern Illinois University-Dekalb
Nelson, Deborah, Faculty	PhD, Counseling and Personnel Services, University of Maryland-College Park
Shriner, Michael, Faculty	PhD, Family Relations, The Florida State University-Tallahassee
St. Louis, Lisa, Faculty	PhD, Classical Studies, University of Ottawa

Stern, Craig, Faculty	EdD, Educational Leadership, Northern Arizona University-Flagstaff
Summerville, Jennifer, Faculty	PhD, Educational Technology, University of Northern Colorado
Throne, Robin, Faculty	PhD, Educational Research and Evaluation, Union Institute and University-Cincinnati
Vance, Joanna, Faculty	PhD, Higher Education Leadership and Policy, Colorado State University
Watkins, Julia, Faculty	PhD, Health Promotion and Education, University of South Carolina-Columbia
Wright, Michelle, Faculty	PhD, Experimental Psychology, DePaul University-Chicago

Graduate School

Administration & Faculty

Name	Qualifications
Henry, Patricia, Dean	PhD, Educational Leadership, Walden University
Ziemba, Steven, IRB Lead Reviewer & Faculty	PhD, Human Services - Health Care Administration, Capella University
Forsyth, Bryan, Faculty	PhD, Management, Walden University
Ison, David, Faculty, IJOGE Editor	PhD, Educational Studies, Higher Education Leadership, Aviation Higher Education, University of Nebraska - Lincoln
Smolka, Jennifer, Faculty	PhD, Educational Computing, University of North Texas

School of Health Sciences

Administration & Faculty

Shanderson, Laurie, Dean	PhD, Health Services Administration, Walden University
Garner, Catherine, Director of Nursing	DrPH, Health Policy and Administration, University of North Carolina at Chapel Hill

Hale, Robyn, Faculty	PhD, Nursing Science, Indiana University
Pritchard, Alison, Faculty	PhD, Higher Education Administration and Leadership, University of Nebraska-Lincoln

School of Social and Behavioral Sciences - Department of Marriage & Family Sciences

Administration & Faculty

Name	Qualifications
Billings, James, Dean	PhD, Marriage and Family Therapy, Loma Linda University-Loma Linda
Adamson, Darren, Department Chair	PhD, Marriage and Family Therapy, Brigham Young University-Provo
Bradley, Peter, Assistant Dean of Students	PhD, Family and Child Development, Virginia Polytechnic Institute and State University - Blacksburg
Thomas, Shatavia, Director, Clinical Training	PhD, Marriage and Family Therapy, Nova Southeastern University - Fort Lauderdale
Henline, Brandon, Director, Clinical Field Placements	PhD, Marriage and Family Therapy, Texas Tech University –Lubbock
Circo, Deborah, MSW Program Director	PhD, Psychology, MSW, University of Nebraska
Brocksen, Sally, Field Education Director	PhD, Social Work, Virginia Commonwealth University, Richmond,
Kelley, Lisa, Director, MAMFT Program	PhD, Family Therapy, Nova Southeastern University-Fort Lauderdale
Mull, Mindi, Associate Director, Faculty Support and Development	PhD, Psychology, University of Toledo-Toledo
Watters, Yulia, Director, Curriculum Development	PhD, Marriage and Family Therapy, Nova Southeastern University-Fort Lauderdale
White, Mark, Director, MFT Doctoral Program	PhD, Human Ecology, Kansas State University - Manhattan
Willerton, Elaine, Director, Assessment	PhD, Child Development and Family Studies, Purdue University-West Lafayette

Banks, Elizabeth, Faculty	PhD, Marriage and Family Therapy, Syracuse University - Syracuse
Bickler, Aurelia, Faculty	PhD, Family Therapy, Nova Southwestern University-Fort Lauderdale
Glass, Valerie, Faculty	PhD, Human Development, Virginia Polytechnic Institute and State University-Blacksburg
Goodwin, Annabelle, Faculty	PhD, Human Development, Virginia Polytechnic Institute and State University-Blacksburg
Harrison, Kristi, Faculty	PhD, Human Development and Family Studies, University of Connecticut –Storrs
Knerr, Michael, Faculty	PhD, Couple and Family Therapy, The Ohio State University - Columbus
Kraus, Vanieca, Faculty	PhD, Human Development, Virginia Polytechnic Institute and State University-Blacksburg
Lettenberger-Klein, Cassandra, Faculty	PhD, Marriage and Family Therapy, The Florida State University-Tallahassee
Matta, Thomas, Faculty	PhD, Sociology, University of Southern California -Los Angeles
O'Dare, Kellie, Faculty	PhD, Social Work, Florida State University - Tallahassee
Oliver, Tracy, Faculty	PhD, Family Therapy, Nova Southwestern University-Fort Lauderdale
Perera, Sivatharshini, Faculty	PhD, Family Therapy, Nova Southwestern University-Fort Lauderdale
Postanowicz, Patricia, Faculty	PhD, Marriage and Family Therapy, The Florida State University-Tallahassee
Schmittel, Emily	PhD, Human Development and Family Studies: Specialization in Couple and Family Therapy, Michigan State University
Servino, David, Faculty	PhD, Marriage and Family Therapy, Texas Tech University-Lubbock
Sutton, Asha, Faculty	PhD, Human Development and Family Studies, Michigan State University - East Lansing
West, Charles, Faculty	PhD, Family and Child Development, Virginia Polytechnic Institute and State University-Blacksburg

School of Social and Behavioral Sciences - Psychology

Administration & Faculty

Name	Qualifications
Billings, James, Dean	PhD, Marriage and Family Therapy, Loma Linda University-Loma Linda
Shapira, Bettina, Department Chair	PhD, Human Services, Professional Counseling, Capella University-Minneapolis
Mull, Mindi, Associate Director of Faculty Support and Development	PhD, Psychology, University of Toledo-Toledo
Avena, Nicole, Faculty Dissertation Chair	PhD, Psychology and Neuroscience, Princeton University-Princeton
Blackwell, Mary, Faculty Dissertation Chair	PhD, Experimental Psychology, DePaul University Chicago
MacDonald, Pamelyn, Faculty	PhD, Developmental Psychology, University of Houston
Pitchford, Daniel, Faculty Dissertation Chair	PhD, Psychology, Saybrook Graduate School and Research Center - San Francisco
Remedios, Richard, Faculty Dissertation Chair	PhD, Psychology, University of Stirling, Scotland
Rodriguez, Maria, Faculty	PhD, Clinical Psychology, Ferkauf Graduate School of Psychology Einstein College of Medicine of Yeshiva University
Streit, Mary, Faculty	PhD, Applied Psychology, Hofstra University-Hempstead
Teeter, Lisa, Faculty	PhD, Industrial/Organizational Psychology, Purdue University
Wright, Lindsay	PhD, Clinical Psychology, Antioch University

School of Technology

Administration & Faculty

Name	Qualifications
Sapp, Robert, Dean	EdD, Higher Education Administration, University of Pennsylvania

Fonseca-Lind, Sandra, Faculty	DBA, Business Administration - Management Information Systems, Turabo University
Raza, Syed, Faculty	PhD, Computer Information Systems, Nova Southeastern University

Student Support Services

Enrollment Services

Enrollment Services is comprised of the following teams:

Admissions - This area makes the initial contact with interested parties and prospective students to explain NCU programs and systems of delivery. Admissions Advisors assist prospects through the application process. Please contact admissions@ncu.edu or 866-776-0331 for information.

Enrollment - This department provides final admissions support, evaluates transfer credits and prior coursework completed at other institutions prior to a student being accepted into the University, and has a primary goal of transitioning applicants into enrolled students. The Re-Entry Team is specifically geared towards re-enrollment of past graduates and non-completers of the University. Please contact 1-888-628-6911.

Office of the Registrar

The Office of the Registrar is the official record-keeper of the University and is responsible for maintaining the accuracy and integrity of all academic records of current and former students. The Office provides for a variety of services to current and former students and external and internal constituencies. Responsibilities, assignments, and services include but are not limited to, reviewing, evaluating, and determining basis for admission; transfer credit evaluation and application; record maintenance; transcript processing; university withdrawal and dismissal; enrollment reporting; student record verifications; grade change processing; degree conferral, diploma processing, and guiding students through the publishing process of dissertations; policy management and catalog publication; and FERPA compliance. The official custodian of records at the University is the University Registrar. Additionally, Office of the Registrar leadership serves as a member of various University Committees.

NCU Transcripts

Official Transcripts

An official transcript is a copy of the student's permanent academic record and is issued by the University Registrar. The transcript will include all courses completed and grades received while attending NCU. Official transcripts can be ordered at any time, however, degree information will not be provided until the degree has been conferred. The transcript will be signed and dated by the registrar, and display the NCU seal. Transcripts will not be issued to students with an outstanding financial obligation to the university.

Official transcripts can be requested through *NCUOne* or via the Transcript Request and cost \$10.00 for each transcript.

Official transcripts are printed on blue security paper and contain the University name, address and telephone contact information, the school logo, and are signed by the University Registrar or designee. All official electronic transcripts are processed through a secure third party transcript servicer.

NOTE: In the event of a school closure, the University will work with the Bureau for Private Post-secondary Education (BPPE) of California to ensure that a custodian of records is established at the time of the school closure. The designated custodian of records will be responsible for permanently preserving and managing the University's student transcript records (94900. *Required Student Records*).

Unofficial Transcripts

An unofficial transcript is an uncertified copy of a student's academic record and includes all courses completed and grades received while attending NCU. The unofficial transcript record is available free of charge to all students and alumni in good standing with the University by requesting it from the student or alumni web page.

The unofficial transcript is a downloadable document that is unsigned, and carries no school logo. The unofficial transcript will contain the University name, address and telephone contact information, and will be marked as an unofficial transcript issued to the student. A transcript legend page approved by the University Registrar is available as an optional printed page. All information fields are password protected and non-changeable. The University takes all necessary security measures to protect and secure the address, transcript status, course grades, and legend information.

Unofficial transcripts will not be downloaded on a student or alumnus' behalf, nor will a paper copy created and mailed to the students and/or alumni. Students and alumni must download their own unofficial transcript.

Academic and Finance Advising

Academic and Finance Advisors, working in school-related teams, provide students with academic and financial support for their individual degree programs, and through frequent and scheduled contact with individual students, help support students as they matriculate through their program. Academic and Finance Advisors assist students with understanding policy and procedure that affect students' academic experience as well as providing support with regards to the students' financial account. Information about contacting Academic and Finance Advisors is found on each Course Registration Information (CRI) issued upon registering a student in a course at NCU. The contact information for Academic and Finance Advisors is listed on the right hand side on *NCUOne*.

Disability/ADA Services

In compliance with the Americans with Disabilities Act, NCU assists qualified students with the opportunity to gain equal access to information and course contact through a process called academic accommodation. With the assistance of an academic accommodation (usually a time extension), a student who is otherwise qualified should be as successful as a student without a disability should see the Student Rights & Responsibilities section for additional information.

Center for Teaching and Learning (CTL)

The Center for Teaching and Learning (CTL) promotes effective teaching and enhanced student learning by encouraging and supporting faculty efforts to explore the teaching and learning process. Such explorations include the advancement of pedagogical skills, constructive feedback, and engagement, and the use of instructional technologies. Working in collaboration with other academic service units, the CTL promotes and strives to demonstrate excellence in service to all members of the NCU community.

Information on CTL is located on the home page of *NCUOne*. CTL provides students, faculty, and staff with information to aid in ensuring academic success of every student and providing faculty the necessary tools and resources to excel in teaching.

Academic Success Center (ASC)

The Academic Success Center (ASC) provides personalized, collaborative support to help students build competence in written communication and quantitative reasoning. The ASC offers tiers of service to assist with providing an engaging and personalized experience that meets the unique learning needs of each member within NCU's diverse community. The ASC encourages students to collaborate with coaches, peers, and various university stakeholders while building a graduate culture to support each student through program completion. Services offered by the ASC include support through written resources, Grammarly, APA Style CENTRAL, live chat, recorded coaching, live group coaching, and live one-to-one coaching.

ASC is accessible through *NCUOne* under CTL resources. It provides students with Academic coaches that are available via ASC Chat or through email at asc@ncu.edu.

The Commons

The Commons is the internal virtual space for the NCU community – students, faculty, and team members – to meet, contribute, and share ideas and support outside of the Courseroom. The Commons gives you the opportunity to be directly connected to your NCU communities through *NCUOne*.

As an online university with the 1:1 teaching model it hasn't been easy for our students and faculty to meet. The Commons was created to provide NCU students, faculty, and team members with an opportunity to connect and engage, virtually.

The Commons allows you to:

- Follow various communities
- Meet virtually your faculty and students
- Share experiences and support
- Read what others are doing and thinking
- Receive school announcements
- Follow conversations about issues in your field
- Start a conversation on a topic of interest
- Receive email alerts when new activity occurs in the communities you belong in

NCU Library

The University Library is committed to supporting the academic research needs of current students, faculty, and staff. The Library does this by providing timely, quality information resources and services such as reference and instruction, and the inter-library loan service. The Library resources are an array of electronic resources available for students, faculty, and staff that have Internet accessibility. Students also have access to highly qualified and experienced Library staff.

Getting Started with the University Library

To start using the University Library, students, faculty, and staff should follow these steps:

- Visit *NCUOne* at <https://ncuone.ncu.edu/d21/home> or visit the Library webpage at <https://library.ncu.edu/>
 - *NCUOne* is accessible for students and faculty
- If using *NCUOne*, log into the website, on the home page click the Library link at the top of the screen
- If using the Library link, click log in to log into the assigned account to access Library materials
- Use the 'How Can I?' guide to aid in accessing Library resources.
-

Library services include:

- *Research Databases*
 - Access to databases containing thousands of journals, magazines, newspapers, e-Books, dissertations, financial data, and other information resources are available in the Library
- *Inter-library Loan Service (ILL)*
 - Students needing articles, and book chapters not in the Library collection can submit an inter-library loan request
 - Students can register for the ILL service by clicking the "Request Inter-library Loan Items" link on the Library homepage
 - Students will need to utilize local libraries for print-only materials
- *Ask a Librarian*
 - Students can receive library assistance by using the "Ask a Librarian" service
 - A link to the Ask a Librarian service is conveniently located at the top of the Library website; questions are answered promptly
- **Library Workshops**
 - Students can attend live workshops
 - The workshops provide in-depth information about using library resources and services
 - A schedule of events is published on the Library site and student announcement area
 - Students can register for workshops from the Library Workshops Schedule area, or if attendance to an event is not possible, recorded workshops are available from the Learn the Library page
 - Students are strongly encouraged to attend or view a Library workshop prior to beginning coursework
- *Library Hours*
 - Library staff are available Monday - Thursday, 8 a.m. - 9 p.m. and Friday - Sunday, 8 a.m. - 5 p.m., Arizona time, excluding holidays

Students can contact the NCU Library by phone at 888-628-1569, by text at 928-550-6552, by email at library@ncu.edu, or by visiting the Library homepage and using the Ask a Librarian feature. For more information regarding Library policies, students can go to the Library policies page.

Alumni Services

A graduate is a student who was awarded a degree from NCU. As graduates, NCU alumni have continued access to a number of journals and databases in the NCU Library. Other alumni services include:

- Alumni Communities
- Alumni Events
- Distinguished Alumni Program
- Higher Degrees Alumni Magazine
- Student and Alumni Store

Further details about the NCU Alumni program can be found [here](#). NCU does not offer job placement assistance and cannot guarantee job placement upon program/course completion or upon graduation.

Admissions Requirements

Notice of Nondiscrimination and Section 504/ADA Coordinator

The University does not discriminate based on disability in violation of 34 C.F.R. Section 504 and does not discriminate in admission or access to, or treatment or employment in, its program or activity. The University has a designated Disability Services Team to handle inquiries regarding non-discrimination policies and accommodations. Students who are in need of accommodations are encouraged to contact the University's Disabilities Services Team at disabilityservices@ncu.edu. Team members must notify the Director of Compensation, Benefits, and ADA on the Human Resources Team of any requests for accommodations at humanresources@ncu.edu. If there is a concern of discrimination regarding disability, team members must contact their assigned HR Liaison.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Northcentral University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in your educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Northcentral University to determine if your credits or degree, diploma, or certificate will transfer.

General Admissions Requirements

NCU offers programs for bachelor's degree completion, master's, and doctoral degrees in specializations designed to meet the needs of adult students and professionals. Meeting the admission requirements is an indicator that the student is qualified to enter and pursue the degree program chosen. The University emphasizes that a student's success depends upon applying oneself to the degree program studies.

State regulatory information is available at <https://www.ncu.edu/consumer-info/state-regulatory-information>.

Online Requirements

NCU uses electronic communications. To complete the admissions process, applicants need to have access to the internet readily available to them. The University requires all applicants to submit an online application by completing the application form at: <https://apply.ncu.edu>

Technical Requirements

It is highly recommended that applicants review the minimum technology requirements outlined at: <http://www.ncu.edu/northcentral-global/consumer-information/technical-requirements>.

Students should also periodically review these requirements. In addition, students must also be able to navigate the internet. Students are responsible to check NCUOne and their student email account on a regular basis, including electronic communications sent via the NCU messaging system, and to advise the University of any related problems.

Recommended hardware requirements:

- Intel P4 (minimum of 2 Ghz) or faster processor
- Minimum 512 MB RAM, 1GB or greater is recommended
- Minimum 20 GB of free hard disk space, 40 GB or greater is recommended
- CD-ROM drive, thumb drive and external hard drive
- Minimum of 56 Kbps or faster modem, Broadband (high-speed at 144 Kbps or faster), DSL, Cable or better is recommended
- Color monitor, keyboard, mouse and access to a printer

Recommended software applications for PC systems:

- Minimum of Microsoft Windows XP or Vista, Microsoft Windows 7 is recommended
- Minimum of Microsoft Office (Word, Excel and PowerPoint) 2003, Microsoft Office 2007 or above is recommended
- IE 8, Firefox 3.6 or Safari 4.0
- Adobe Reader 9 or latest version and Adobe Flash Player 10
- High-quality antivirus software

Recommended software applications for MAC systems:

- MAC OS X is recommended
- Microsoft Office 2008 for MAC or above
- Firefox 3.6 or Safari 4.0
- Adobe Reader 9 or latest version and Adobe Flash Player 10
- High-quality antivirus software

Application Requirements

A completed application (available online at <https://apply.ncu.edu>) must be accompanied by:

- All official transcripts sent from the previous degree-awarding institution
- Credentials evaluation through an official agency for applicants with international credentials from an academic institution outside of the United States (see the Credential Evaluation policy and/or <http://www.ncu.edu/northcentral-global/consumer-information/internal-admissions>)

Admissions & Evaluation Procedures

Applications may be submitted using the online application form at <https://apply.ncu.edu> or by contacting Enrollment Services at 866-776-0331 for assistance. Additional documents may be submitted by mail, fax, or email. Fields are available on the online application form to securely store credit card information and social security information, which should never be transmitted by email.

Incomplete applications will not be evaluated.

Applicants must request official transcripts be sent directly to NCU from prior colleges and universities during the application process. Acceptance may be granted based on unofficial transcripts. However, all official, sealed transcripts must be received from U.S. institutions within 90 days of the start of the first course, and from foreign institutions within 180 days of the start of the first course.

Applicants using academic documents issued by non-U.S. academic institutions for admissions consideration may be required to have these official documents sent directly from the academic institution to the credential-evaluating agency. Please refer to the section entitled Credential Evaluation for current information regarding accepted Credential Evaluation agencies and procedures involved or see: <http://www.ncu.edu/northcentral-global/consumer-information/internal-admissions>

Acceptance Requirements

Program acceptance requirements vary by degree-level, School, and program of study. Minimum requirements for acceptance are outlined below. Please refer to School and program sections for additional, program-specific admissions requirements and procedures.

Undergraduate Programs and Certificates

Admission to a Bachelor's degree program requires a conferred Associate's degree and/or a conferred Bachelor's degree from a regionally or nationally accredited academic institution with a cumulative 2.0 grade point average on a 4.0 scale.

– OR –

- An official high school transcript, or the equivalent of a high school diploma*
Note: Acceptable equivalents of a high school diploma include a) official proof of a General Education Development Certificate (GED) or b) an official State certificate received by a student after the student has passed a State-authorized examination that the State recognizes as the equivalent of a high school diploma. Homeschooled students must abide by the state statutes or regulations governing homeschools and, if applicable, must provide documentation of the applicant's participation in the homeschooling process.

– AND –

- An official academic transcript from a regionally or nationally-accredited institution, which indicates the applicant has successfully completed at least 60 semester transfer credits as defined in the University's Transfer of Credit policy, with a cumulative 2.0 grade point average on a 4.0 scale, and has met all general education requirements needed for a NCU bachelor's degree before entering NCU

Click here to review program-specific admissions requirements by program.

General Education

As of June 22, 2012, NCU requires applicants to its Bachelor degree programs to have completed all General Education requirements prior to enrolling in the University. See Basis of Admissions for further details. Effective February 10, 2014, NCU no longer offers general education courses as a means of teach-out for non-degree studies or for general education fulfillment.

General Education Bachelor's Degree Requirements

NCU requires that students satisfactorily complete a minimum of 36 semester credit hours in general education for the bachelor's degree program. This requirement may be satisfied by the transfer of general education courses completed at the associate and bachelor's degree levels at approved postsecondary colleges and schools.

Required General Education credits: 36	
English Composition	6
College-level Mathematics	3
Humanities	6
Natural Sciences	6
Social/Political Sciences	6
General Education Electives (can fit any of the above categories)	9

Post-Baccalaureate Certificates

Admission to a Post-Bachelor's Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.

[Click here to review program-specific admissions requirements by program.](#)

Graduate Programs and Certificates

Master's Programs

Admission to a Master's program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution.

[Click here to review program-specific admissions requirements by program.](#)

Post-Master's Certificates

Admission to a Post-Master's Certificate programs requires a conferred master's degree and/or a doctoral degree from a regionally or nationally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), doctor of education (EdD), doctor of business administration (DBA), juris doctorate (JD), doctor of medicine (MD), doctor of osteopathic medicine (DO), doctor of chiropractic (DC), doctor of dental surgery (DDS), and doctor of veterinary medicine (DVM).

[Click here to review program-specific admissions requirements by program.](#)

Doctoral Programs

Admission to a Doctoral program (including the Education Specialist – EdS – program) requires a conferred post-baccalaureate master's degree and/or doctoral degree from a nationally or regionally accredited academic institution.

[Click here to review program-specific admissions requirements by program.](#)

Basis for Admissions

NCU accepts students on a continual basis. Application for admission can be submitted online any time during the calendar year via www.ncu.edu. The Office of the Registrar reviews each applicant file to ensure that the prospective students meet the institutional and program-specific basis for admission requirements. Please refer to School and program sections of this catalog for program-specific admissions requirements and procedures.

Official Basis for Admission

All prospective students must provide the following documentation to meet official basis for admission to the University:

- Official degree posted transcript
- OR –
- Unofficial degree posted transcript that can be degree-verified through the National Student Clearinghouse (NSC)
- OR –
- A signed attestation of conferral and an unofficial transcript that can be degree-verified through the National Student Clearinghouse (NSC)

Unofficial and official transcripts submitted for basis of admissions to NCU must include the following information at a minimum:

- Student's full name
- Name of school
- Course and/or term dates
- Earned and attempted credit totals
- Grade point average (GPA)
- Name of degree
- Degree conferral date (if applicable)
- All pages of the transcript

To be considered official, transcripts must be submitted to the Office of the Registrar in a sealed envelope from the institution via mail OR electronically through a third-party transcript processor (e.g., eScrip, Parchment, National Student Clearinghouse, Transcripts on Demand).

Note: Degree audit reports and grade reports are not considered unofficial transcripts. Once a student is considered officially admitted, they may receive financial aid.

Provisional Basis for Admission

Provisional basis for admission may be granted to prospective students pending receipt of official transcripts or other equivalent official documentation including program-specific requirements. A student who is admitted on a provisional basis is only granted Official Basis for Admission once all official documentation has been received by NCU. Students who are provisionally admitted to a program are not eligible to receive financial aid until documentation has been provided and official basis for admissions has been met.

The following documentation must be submitted for a prospective student to be considered on a provisional basis for admissions:

- Unofficial transcript with a degree conferral statement that cannot be verified through National Student Clearinghouse (NSC)

– OR –

- Unofficial or official transcript without degree conferral statement

– AND –

- A signed attestation of conferral

Note: Students who provide an attestation of conferral for a degree conferral date that has not yet occurred are not permitted to attend courses until official documentation is received. Degree conferral dates must be within six months from the date of application to NCU.

Provisional Basis for Admission Deadlines

Students who are granted provisional basis for admission must provide required official documentation for Official Basis for Admission within 90 days of their first date of attendance in an NCU course.

The University will administratively dismiss students who do not provide the required official documentation prior to the 91st day of enrollment unless they are currently in a course. Students who are actively attending a course will be administratively dismissed after the course ends.

Students who have been administratively dismissed for failure to provide official documentation within the allotted time frame will not be allowed to return to the University until all official documentation has been provided.

International Basis for Admission Requirements

All prospective students with internationally awarded degrees must provide the following documentation to meet official basis for admission to the University:

- English proficiency
- An official credential evaluation that meets the following requirements:
 - Evaluation completed by an approved credential evaluation agency
 - Submitted to NCU in a sealed envelope from the agency or via secure email delivery to transcripts@ncu.edu
 - Degree level
 - Program of study or major and U.S. equivalency statement
 - Degree conferral date
 - With information that matches that of the prospective student (e.g., birthdate, name, passport, etc.)

Note: Name change documentation is required if a prospective student's name differs from the name that is listed on official documentation from approved credential evaluation agency.

International Provisional Basis for Admission

The University will provisionally accept internationally awarded degrees as the basis for admission provided an unofficial degree equivalency evaluation from a NCU-approved credential evaluation agency is provided.

During the enrollment process, NCU will work with an applicant to determine which approved credential evaluation may be recommended for their personal situation. A list of University approved credential evaluation agencies can be found on <https://www.ncu.edu/student-experience/info/international-students/international-admissions>.

All official transcript evaluations completed by approved credential evaluation agencies are due 180 days after the start of the student's first course. An official credential evaluation is defined as being received:

- In a sealed envelope from the agency or via secure email delivery to transcripts@ncu.edu
- Degree level, major and U.S. equivalency statement
- With a conferred date
- With information that matches that of the Applicant

International Provisional Basis for Admission Deadlines

Students granted provisional basis for admissions using an internationally awarded degree must provide official documentation within 180 days of their first date of attendance in an NCU course.

The University will administratively dismiss students who do not provide the required official documentation prior to the 181st day of enrollment.

Students who have been administratively dismissed for failure to provide official documentation within the allotted timeframe will not be allowed to return to the University until all official documentation has been provided.

English Proficiency

English is the language of instruction at NCU, and NCU students work with English-speaking faculty. The programs rely heavily on writing; therefore, students must be able to communicate effectively in written English. Applicants who do not hold a conferred degree from a secondary or post-secondary school where English was the primary language of instruction are required to demonstrate English proficiency. The NCU catalog describes current testing procedures and current requirements for writing competency. NCU does not provide language services.

How to Demonstrate English Proficiency

Official Test Scores

- Testing of English as a Foreign Language (TOEFL) – Northcentral University accepts internet-based (iBT) and paper-based (pBT) TOEFL test results and requires a minimum score of 79 for iBT and 550 for pBT
 - Go to www.toefl.org for complete information
 - Test results must be sent directly to the Northcentral University registrar's office
 - When test results are ordered or applicant takes a test for the first time, Northcentral University School Code of 4572 must be noted
- International English Language Testing System – ACADEMIC VERSION ONLY (IELTS) - Northcentral University requires a score of 6.5 on the academic version of IELTS
 - Go to www.ielts.org for complete information
 - Test results must be sent directly to the Northcentral University registrar from IELTS
- Pearson Test of English (PTE) – Northcentral University requires a score of 53
 - Go to www.pearsonpte.com for complete information
 - Test results must be sent directly to the Northcentral University registrar's office from PTE

If the applicant has already taken the TOEFL, IELTS, or PTE test results cannot be more than two (2) years old. The applicant contacts the appropriate testing agency and has the results sent to the Northcentral University Enrollment Team from the testing agency. Test scores must be submitted prior to acceptance and enrollment being granted.

Proficiency Score Thresholds for Tests Accepted by NCU

TOEFL iBT	TOEFL pBT	IELTS	Pearson PTE
79	550	6.5	53

Exemption

If within two years prior to applying for admission to NCU, potential students have completed a minimum of 15 academic semester credit hours with a cumulative GPA of 3.0 or better from a secondary or postsecondary institution where English was the primary language of instruction, they will not be required to demonstrate English proficiency through an official exam.

Exception

The Dean's Office may consider applicants who can demonstrate exceptional levels of proficiency via documentation regarding employment history or prior academic work for an exception to the University's English proficiency requirements.

Credential Evaluation

Applicants submitting diplomas, degrees, and course transcripts from non-U.S. institutions should have their academic credentials evaluated. The evaluation will determine if an applicant's education meets admission requirements, and if any transfer credits will be awarded. Be sure to accommodate a credential evaluation in your enrollment timeline.

NCU will accept credential evaluations through any evaluation agency accredited by the National Association of Credential Evaluation Services (NACES). In addition, credential evaluations by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) are accepted.

Official documents must be sent directly to the evaluation agency; it is important to list NCU as a copy recipient on the application so that NCU will be electronically notified when the evaluation is complete. Please note that the NCU Registrar's office cannot assist you in facilitating your credential evaluation through AACRAO.

I-20 Documents and F-1 Status

NCU is not authorized to issue I-20 documents, nor will full-time attendance at NCU by a non-citizen satisfy F-1 student status. International students with a visa status other than F-1, as well as those F-1 visa students attending and resident at another university approved as a study site for students who are not United States citizens, may be eligible for study at NCU. If the student visits the United States, NCU invites students to meet with their Academic and Finance Advisor and School Dean, but travel is not required for a NCU degree.

Enrollment Verification

NCU does not charge students who require enrollment verification. The information provided in the verification letter will include the program and dates of enrollment. To request an Enrollment Verification letter please contact the Office of the Registrar.

Address for Submission of Transcripts

Transcripts should be sent to the Office of the Registrar for processing at:

Office of the Registrar
Northcentral University – Scottsdale Service Center

Acceptance to the University

Upon receipt of the application for admission materials, the Office of the Registrar will evaluate the application file and supporting documentation. The academic evaluation includes a review of the applicant's educational intent, prior college work, professional experiences, and University requirements.

Applicants will be notified of their admission status and the requirements for the degree program upon completion of the academic evaluation.

Letter of Acceptance

The Enrollment Specialist generates a Letter of Acceptance and Enrollment Agreement to the potential student and a link is included in the notification of acceptance. The letter contains, at a minimum, the following information:

- The program to which the applicant is being accepted
- The terms of acceptance (financial responsibility, etc.)

Policy

Applicants have up to 90 days from the date of application to accept their enrollment and register for a course. The course must begin within 150 days of the application date.

Upon acknowledgement of the degree plan and receipt of the initial payment, the student is enrolled in the University. Tuition payment options are specified in the Catalog (see Financial Policies) and on the course request.

All payment arrangements for the first course(s) must be made before the first course(s) will be issued. Those students wanting to use student financial aid must complete all required eligibility paperwork and make the required payment arrangements before the first course(s) will be issued. Students with provisional basis for admissions must meet official basis for admissions requirements to be eligible for financial aid.

Transfer Credit

Requests for course transfer credit must be made along with the Application for Admission so that an appropriate degree plan can be developed and accepted by the student. Requests by the student for consideration of additional transfer credit can be made at any time prior to graduation provided the University has not already accepted the maximum number of transfer credits permissible. Review of transfer credit requests after the initial evaluation may require a re-evaluation fee. The School Dean or designee must approve all requests for transfer credit. Transfer courses are evaluated for relevancy to degree programs and University's academic standards. The Office of the Registrar documents which courses are accepted in transfer and which NCU requirements the course satisfies. The number of semester credit hours that will be accepted in transfer is documented in the Acceptance Letter. If quarter credit hours have been earned for a course to be accepted as satisfying an NCU requirement, they are converted to semester credit hours by multiplying them by $2/3$ and rounding up to the next whole credit.

Any credit hours to be considered for transfer into a NCU academic program must:

- Have been completed at a regionally or nationally accredited academic institution

- Be equivalent to the degree program requirements, including specified electives
- Appear on an official transcript from the institution where they were earned

Note: If students submit a transcript for basis for admission and the transcript has pending coursework or grades not posted to courses, those courses will not be evaluated for transfer credit until a transcript is submitted with final grades for those courses. NCU is not responsible for duplication of transferable courses that the student may have taken and received credit from a prior institution.

Undergraduate

The School Dean or designee uses the following criteria to evaluate proposed transfer credits at the undergraduate level:

- Completed at regionally or nationally accredited post-secondary institution
- Do not exceed a maximum of 90 lower and upper division semester credits
- Earned with a grade of "C" or better

Credit for Examinations - For the award of undergraduate academic credit, NCU will accept the minimum scores recommended by the American Council on Education (ACE) on all exams offered by:

- Advanced Placement Credit
- College Level Examination Program (CLEP)
- Defense Activity for Non-Traditional Education Support (DSST/DANTES)
- Excelsior College (formerly Regents College) Exams

In addition, the University will accept the amount of academic credit and the academic level recommended by ACE for a passing score on each of the exams with the exception of Composition exams. A minimum score of 65 is required for the acceptance of a CLEP composition exam for transfer credit. NCU has sole discretion in determining which and how many of these credits will be accepted toward degree requirements. Credit is not given where (1) it duplicates credit previously earned at or accepted in transfer by NCU or (2) it is more elementary than a course for which the applicant has already received credit.

Undergraduate Credit from Foreign Institutions

The University may accept transfer or waive credit if an official course-by-course evaluation from an approved credential evaluation agency is supplied. NCU will accept credential evaluations through any evaluation agency accredited by the National Association of Credential Evaluation Services (NACES). In addition, credential evaluations by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) are also accepted.

Graduate

Master's Programs

The School Dean or designee uses the following criteria to evaluate proposed transfer credits at the graduate level; exceptions may be made at the Dean's discretion:

- Completed at regionally or nationally accredited post-secondary institution
- Completed within last five calendar years of acceptance at NCU
- Do not include any credits from a conferred Master's degree
- Grade received in the proposed transfer course must be a B or higher

- Does not allow the transfer credit maximum to exceed 20% of the total credits required for program completion:
 - 6 graduate semester credits for master's degree programs 30 to 44 credit-hours in length
 - 9 graduate semester credits for master's degree programs 45 to 59 credit-hours in length
 - 12 graduate semester credits for master's degree programs 60+ credit-hours in length
- If proposed to satisfy the statistics course requirement of a NCU Master's degree, must be equivalent to NCU statistics courses, as demonstrated by a transfer course description

Note: The **Master of Arts in Marriage and Family Therapy** may accept graduate coursework completed toward a non-conferred graduate degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the Master degree program in Marriage and Family Therapy.

Education Specialist Programs

The School Dean or designee uses the following criteria to evaluate transfer credits at the Education Specialist level:

- Completed within seven (7) years prior to acceptance at NCU, while enrolled in an advanced graduate or doctoral program at a regionally or nationally accredited institution
- Do not include any credits from a conferred Doctoral or EdS degree
- No more than 12 semester credits can be applied from a non-conferred external EdS program to a NCU EdS degree
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade
- No more than 9 semester credits can be applied to specialization courses

Credits earned at NCU have the same time limits stated above for migration and applications to current programs and degree plans, based on the date the corresponding course grade was posted.

Doctoral Programs

The School Dean or designee uses the following criteria to evaluate transfer credits at the doctoral level; exceptions may be made at the Dean's discretion:

- Completed within seven (7) years prior to acceptance at NCU; while enrolled in a doctoral program in a regionally or nationally accredited institution
- Do not include any credits from a conferred Doctoral or EdS degree; No more than 9 semester credits can be applied to specialization courses
- Earned with a grade of "B" or better or an equivalent satisfactory grade

Credits earned at NCU have the same time limits stated above for migration and application to current programs and degree plans, based on the date the corresponding course grade was posted.

Note: The **PhD and DMFT degree programs in Marriage and Family Therapy** may accept a maximum of 12 semester credit hours in transfer toward the PhD degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the PhD degree program in Marriage and Family Therapy.

Note: Students enrolled in the **Dissertation Completion Pathway (DCP)** will be eligible to transfer in all but 23 program credits. The DCP faculty will conduct a transcript review to ensure students have achieved doctoral candidacy at a previous institution for a degree program and specialization offered at NCU to determine transfer of credit applicability.

Graduate Credit from Foreign Institutions

The University may accept transfer or waive credit if an official course-by-course evaluation from an approved credential evaluation agency is supplied. NCU will accept credential evaluations through any evaluation agency accredited by the National Association of Credential Evaluation Services (NACES). In addition, credential evaluations by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) are also accepted.

Applying Credit Between NCU Degree Programs

Students who complete a Master's degree program at NCU may be eligible to satisfy a maximum of 6 doctoral credits in their doctoral program using credits from their conferred Master's degree. Students must receive written verification from the School Dean (or their designee) at the time of application to their doctoral program that courses from the conferred Master's degree meet requirements for the doctoral program.

Students who complete NCU's EdS program may be eligible to apply up to 30 credits from the EdS program to the School of Education's Doctoral programs. School Dean (or their designee) approval is required to determine number of applicable credit hours from EdS to the selected doctoral program.

Note: MBA-5102 can be used to satisfy BTM-7101

Note: Students must be academically eligible for the next degree (meet BFA at the required GPA) and be in good financial standing.

Military Transfer Credit

As recommended by the American Council on Education (ACE), United States military training, testing, and other appropriate academic experience may be considered for transfer into a NCU academic program. Except for military training courses specifically designated by ACE as equivalent to graduate coursework, military transfer credit will be limited to bachelor's programs.

NCU will accept the minimum semester credits, levels of study, and subject areas recommended by the American Council on Education (ACE) on all military training courses, selected Military Occupation Specialties (MOS) and Ratings.

Acceptable Transcripts and Credits

Military training and experience must be documented on an official military transcript system supported by ACE credit recommendations. These include AARTS (Army American Council on Education Registry Transcript System), SMARTS (Sailor Marine American Council of Education Registry Transcript System), CCAF (Community College of the Air Force), USCGI (United States Coast Guard Institute), or similar.

College transcripts sent directly to the Army National Guard Institute or other partnership agency and forwarded to NCU with the original envelope showing that it was not received by the student may be accepted as official transcripts.

The recommended ACE credit must appear on an official transcript from the institution where they were earned. Work that is not documented on an official military transcript system may be considered on an individual basis when proper military documentation of military course completion is presented to NCU for assessment.

Coursework Credits

Transfer credit for military or veteran applicants at the undergraduate level toward the Bachelor's degree are accepted by NCU on the following basis:

- The maximum number of credits acceptable in transfer toward the Bachelor's degree is 90 lower and upper division semester credits
- Undergraduate credits must be completed at a regionally accredited post-secondary institution and must be earned with a grade of "C" or better
- Military training or coursework must have been evaluated by an outside agency (i.e. ACE, institutions of higher learning) for academic content and semester credit equivalency
- Courses accepted in transfer must relate to the program and degree being pursued and must be equivalent to the degree program requirements, including specified electives

Military Experience Credits

Credit for military experience may be awarded based on Army MOS, Navy Ratings, Marine Corps MOS, and/or Coast Guard Ratings. The School Dean or designee shall determine the equivalency and transfer credit for each MOS or rating matched to a bachelor's degree program or concentration.

Credit awarded based on a rating or MOS may not duplicate any credits given for military training. Credit awarded is limited to primary ratings and duty ratings with a minimum of one-year experience. Credit for Army MOS will be limited to levels 30-50 and will not include secondary MOS. Similar levels will be effective for other services.

Transcript Evaluation for Students Using VA Education Benefits

In addition to transcripts needed to meet basis for admissions requirements, for students electing to use VA Educational Benefits, such as GI Bill®, NCU will inquire about all previous education and training, and request transcripts from students for all prior institutions. This includes transcripts for military training, traditional college coursework, and vocational training. A copy of an unofficial transcript is sufficient for the purpose of an initial evaluation. Transcripts for education and training from prior institutions will be evaluated and credit will be granted, as appropriate, per the University's Transfer of Credit Policy.

Non-Degree Applicants

Applicants who want to enhance their personal and professional knowledge but do not intend to pursue a degree, can enroll as a Non-Degree student. The application process for non-degree studies follows the standard admissions process outlined above. Non-degree applicants must provide unofficial transcripts to demonstrate that they have the appropriate academic background for the course level requested (e.g., students requesting a Bachelor-level course must have a high school diploma).

There is no limit on the number of courses a student can take while in a non-degree status. Tuition will be charged for all undergraduate courses at the current rate for the bachelor's program at the time of course registration. Tuition will be charged for all graduate courses at the current rate for doctoral programs at the time of course registration. The Academic and Finance Advisor will advise the applicant if there are prerequisites for the course requested.

If the student later applies for admission to a degree program, they will be required to complete the admissions application for the degree program of interest and submit all required documentation for admissions. The student will be evaluated as a new applicant and must meet tuition requirements, graduation requirements, and policies in effect at the time of application to the degree program. In addition, non-degree coursework completed at NCU will be evaluated during the admissions process.

Matriculation

Students admitted to a degree program at NCU are considered matriculated into their degree program upon successful completion of their third degree course and participation in one day past the drop period of their fourth degree course (not including leveling coursework). Any student who does not successfully complete the first three degree courses and participate in one day past the drop period of their fourth degree course are considered non-matriculated and will not be used in calculating completion rates. See the Refund Policy and Procedure for detailed information regarding the University's drop period.

Student's Right to Cancel

Students have the right to cancel the Enrollment Agreement and obtain a full refund of charges through attendance in Week 1 (day 7 of the first course). * Applicants who wish to cancel an enrollment agreement must contact their Academic and Finance Advisor at learnerservices@ncu.edu or call (888) 628-6904 prior to attending Week 2 of your first course. Cancellation or Withdrawal will be effective on the date that the notice is received.

The University reserves the right to cancel or terminate the agreement if the applicant fails to accept and attend their first course, meet basic academic requirements during provisional admissions periods, violate the Student Code of Conduct, fail to make satisfactory academic progress, fail to make payment in accordance with the terms of the student finance agreement, and/or fail to meet attendance requirements as outlined in the NCU Course Catalog.

If students obtain loan(s) to pay for their educational program, they have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund that is owed under the refund policy.

* Students at NCU are provided with the first lesson and all course materials upon student acceptance of a course.

Readmission

All students seeking to resume attendance at NCU are subject to readmission criteria. All students seeking to re-enroll at NCU must meet the basis for admission criteria in effect at the time of their readmission. This includes voluntary withdrawals in addition to dismissals for reasons such as non-attendance, non-payment, or violation of Satisfactory Academic Progress (SAP).

Students dismissed due to a violation of the Student Code of Conduct, the University's Academic Integrity policy, or due to any other legal or ethical matters, do not qualify for readmission to NCU.

General Readmission Guidelines

In most cases, upon re-entry enrollment, students will return to the same SAP status as when they left unless there has been a substantial program change (see below). If it is mathematically impossible for a student to achieve Good Standing for SAP at his or her evaluation point by returning to the same program, readmission may be denied and the student should consider a different program.

Returning students are subject to the current course catalog at the time of re-entry, including current tuition rates, fees, and program requirements.

If a student returns to NCU for an additional degree, unsuccessful attempts at coursework constituting a portion of the conferred degree shall not negatively impact a student's SAP status in subsequent programs, nor shall time elapsed in pursuit of a conferred degree affect the time remaining in subsequent programs. Minimum grade requirements and other transfer credit policy still apply.

Mandatory Program Comparison

When a student is re-entering the University, any programs the student had started prior to leaving the University are compared to the program he/she wishes to enter. If the comparison results in a determination of a substantial change as described below, the student is considered to be entering a new program. In such cases, SAP may reset. Students are only permitted to make a substantial program or degree change once per degree level in their tenure with the University.

If the degree plan comparison determines there has not been a substantial change since the student left the University, it is considered a re-entry into the same program. SAP does not restart and all previously taken courses count for purposes of calculating Course Completion Rate, SAP Maximum Time Frame, and Program GPA. A SAP Appeal will need to be filed and approved for all program extensions needed for readmission to the same program when it has been determined that a student cannot complete his or her program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program.

For doctoral candidates, as a condition of approval, students must sign a learning contract. The learning contract will detail academic expectations that must be met during the extension period. Failure to meet learning contract specifications will result in dismissal from the University.

A doctoral candidate with more than six months to the SAP Maximum Time Frame, may be asked to sign a learning contract. In this case, the student will complete a SAP appeal and the learning contract for review by the SAP committee. If the appeal is approved, the doctoral candidate will receive an additional year program extension beyond the Maximum Timeframe.

However, no program comparison is required for students returning to NCU who:

- Withdrew from NCU with 75% or more of the credits completed that were required by their degree program at the time of exit, **AND**
- Are returning within 90 days of their date of withdrawal

Under these circumstances, students may reapply to resume the same program from which they withdrew, without adjustment being made to the courses required to complete the program. SAP does not reset.

Military students returning to the University from military service-related time away will be reviewed on a case-by-case basis to determine if a comparison is needed. In many cases, these students may re-enter into their previous program version.

Substantial Program Change

A substantial program change is defined as a change to a program that is fundamentally distinct from the program in which the student was previously enrolled at NCU, as evidenced by the difference in the first four digits of the respective program's Classification of Instructional Program (CIP) codes or the Program Credential Level (PCL), per Federal Student Aid. There is an exception to this rule for the University's post-baccalaureate and post-master's certificate programs (see below).

A student may change to a substantially different program without a SAP appeal once per degree level and tenure with the University. SAP will reset for a change to a substantially different program. However, any course that migrates to the student's current program will be included in the SAP calculation. If a completed instance of the course migrates, then all instances of the course, including failed or withdrawn instances, will be included in the SAP calculation.

Examples of substantially different programs:

Example 1 (same PCL, different CIP code)

- Doctor of Philosophy in Psychology (CIP code 42.0101)
- Doctor of Marriage and Family Therapy (CIP code 51.1505)

Example 2 (same CIP code, different PCL)

- Master of Arts in Psychology (CIP code 42.0101)
- Doctor of Philosophy in Psychology (CIP code 42.0101)

SAP will not reset for a change to a substantially similar program.

An example of substantially similar programs:

- Doctor of Philosophy in Organizational Leadership (CIP code 52.0213)
- Doctor of Philosophy in Business Administration (CIP code 52.0209)

There is an exception to how the University defines a substantial program change for students who advance from a post-baccalaureate certificate to a master's degree and a post-master's certificate to a doctoral degree when the first four digits of the respective program's CIP codes are the same. This is because the courses in the post-baccalaureate certificate program are master's level courses, and the courses in the post-master's degree program are doctoral level courses.

With this exception in mind, an example of substantially similar programs:

- Post-Master's Certificate in Psychology (CIP code 42.0101)
- Doctor of Philosophy in Psychology (CIP code 42.0101)

Accordingly, an example of substantially different programs:

- Post-Master's Certificate in Psychology (CIP code 42.0101)
- Master of Arts in Psychology (CIP code 42.0101)

The Office of the Registrar, in accordance with guidelines stated in the Transfer of Credit Policy, will evaluate all changes in specialization or concentration.

Out-Dated Courses Treatment

When a student re-enters the University or an active student makes a school or degree change, outdated courses not being applied to the current degree program because of age will not be counted. Master's degree courses must be less than five years old. Doctoral courses must be less than seven years old. To calculate if the course is outdated, use the date recorded when the grade was posted. These courses that are not being applied or migrated, do not count for SAP calculations or for graduation requirements.

Transfer of Credits to Re-Entry Program

Whether the student is re-entering a new program or the same program, the University determines which previously completed courses are given credit in the student's re-entry program and creates a new degree plan accordingly.

Readmission after Withdrawal for Non-Payment

All prior financial obligations must be met before a withdrawn student may resume attendance at the University. It is the returning student's responsibility to work on ensuring their previous balance is covered prior to their return. The student should work with our re-entry team on possible solutions to ensure admissibility. The re-entry team can be contacted directly at returningstudent@ncu.edu or toll free 888-327-2877 x 8289 regarding any previous financial obligation to the University.

Readmission after SAP Dismissal

A student who does not meet SAP standards may appeal to the SAP Appeal Committee as detailed in the SAP policy. If it is mathematically impossible for a student to achieve Good Standing for SAP by returning to the same program, then

students in this circumstance should consider re-entering a different program offered by the University. The Catalog contains information for current degree programs offered.

Denied Admissions

NCU may refuse admission/re-entry to a potential student whose record shows previous or current misconduct that is deemed not to be in the best interest of the University community. The Office of Legal Affairs or designee will review all situations in which behavioral conduct issues or other issues that will prohibit student success are noted. When necessary, this officer will contact appropriate parties having knowledge of the applicant and/or the misconduct and make a decision as to whether admission of the applicant would be in the best interest of the NCU community. Any applicant denied admission under this policy may submit a written appeal to Provost@ncu.edu to be reviewed after the notification of the denial of admission. Details should include the student name, school, contact information, and a description of the circumstances including all supporting documents to be reviewed.

Tuition & Fees

Tuition & Fees Disclaimer

The Catalog includes the tuition and fees in effect at the time of publication

Payment method/details must be on record prior to course registration

Students utilizing tuition assistance programs are responsible for timely payment of tuition and fees to NCU, and must recognize this may mean the student must pay the financial obligations to the University before receiving reimbursement from his/her tuition assistance source

The University reserves the right to change tuition and fees, as it deems necessary. Prepayment of the entire tuition for a program of study does not exclude a student from changes to tuition and fees. Additionally, students and alumni should be aware that:

- All applicable tuition is charged and due at the time the student enters *NCUOne*
- A one-time only, per program Learning Management Fee of \$450 will be charged when a student vests in his or her first course
- A course materials fee will be charged per course; fees vary by program
- The course materials fee includes access to the student's electronic textbooks; some courses or students may be exempt from these charges
- Alumni needing a replacement copy of the NCU Diploma or Certificate are charged a replacement fee

Program Costs

The cost of the program may vary depending on how many credits are transferred into the program at NCU and other factors that may apply such as leveling courses, repeated courses, start date, etc. The information listed below provides an estimated total cost (by program length). Please contact an Enrollment Advisor for further details at 866-776-0331.

As an online university, NCU uses the total program tuition cost (which includes the Course Materials Fee (per applicable program) plus the one-time per program Learning Management Fee) in its estimated cost of attendance calculation. Non-institutional grants and scholarships, NCU affiliation preferred tuition rates, or any other forms of

tuition reduction will affect the estimated cost of attendance calculation. NCU does not include the room, board, transportation, childcare, or personal expenses in its calculation of the estimated cost of attendance.

Click on the links below to expand the tuition rate information by School/Program:

School of Business Tuition Rates

Undergraduate Program (BBA)*

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$1,383
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$30,310

*Northcentral University Estimated Cost of Attendance is calculated by Program Length. Students entering a Bachelor Degree program on or after June 22, 2012, will have a maximum program length of 60 credit hours.

Post-Baccalaureate Certificate - Business

Total Number of Credit Hours Required to Complete Program	12
Number of Courses	4
Cost Per Course	\$2,838
Course Materials Fee (CMF), charged per course	\$105
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$12,222

Master of Business Administration (MBA)

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$3,066

Course Materials Fee (CMF), charged per course	\$85
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$31,960

Master of Science in Accounting

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,817
Course Materials Fee (CMF), charged per course	\$190
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$30,520</i>

Master of Science in Organizational Leadership (MSOL)

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,712
Course Materials Fee (CMF), charged per course	\$70
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$28,270</i>

Master of Legal Studies (MLS)

Total Number of Credit Hours Required to Complete Program	33
Number of Courses	11
Cost per Course	\$2,559
Course Materials Fee (CMF), charged per course	\$100

Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	\$29,699

Post-Master's Certificate - Business Administration

Total Number of Credit Hours Required to Complete Program	18
Number of Courses	6
Cost Per Course	\$3,222
Course Materials Fee (CMF), charged per course	\$105
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$20,412

Doctor of Business Administration (DBA)

Total Number of Credit Hours Required to Complete Program	54
Number of Courses	18
Cost Per Course	\$3,222
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$60,246

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

Doctor of Criminal Justice (DCJ)

Total Number of Credit Hours Required to Complete Program	54
Number of Courses	18
Cost per Course	\$3,417
Course Materials Fee (CMF), charged per course	\$110

Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$63,936

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

Doctor of Philosophy Degree Program (PhD) - Business Administration

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$3,753
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$77,510

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

Doctor of Philosophy Degree Program (PhD) in Organizational Leadership

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$3,669
Course Materials Fee (CMF), charged per course	\$85
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$75,530

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

School of Education Tuition Rates

Undergraduate Program (BED)*

Total Number of Credit Hours Required to Complete Program	30
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Number of Courses	10
Cost Per Course	\$1,383*
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$15,380</i>

*There is a \$75 placement fee for each of the field experience courses (ED -4003A, ED -4003B, and ED -4003C and ED -4004A, ED -4004B, ED -4004C) in the BEd program administered jointly with Rio Salado College. The fee is added to each of the respective course's tuition. However, students in this program may be eligible for a tuition reduction; consult your Enrollment Advisor for more information.

Post-Baccalaureate Certificate - Education

Total Number of Credit Hours Required to Complete Program	12
Number of Courses	4
Cost Per Course	\$2,160
Course Materials Fee (CMF), charged per course	\$105
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$9,510

Master of Arts in Teaching (MAT)

Total Number of Credit Hours Required to Complete Program	24
Number of Courses	8
Cost Per Course	\$2,097
Course Materials Fee (CMF), charged per course	\$70
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$17,786

Master of Education in Educational Leadership (MEEDL)

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,151
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$22,960

Master of Education (MED) - All Other Specializations

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,160
Course Materials Fee (CMF), charged per course	\$85
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$22,900

Master of Science in Instructional Design (MSID)

Total Number of Credit Hours Required to Complete Program	36
Number of Courses	12
Cost per Course	\$1,836
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$23,682</i>

Post-Master's Certificate - Education

Total Number of Credit Hours Required to Complete Program	18
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Number of Courses	6
Cost Per Course	\$2,856
Course Materials Fee (CMF), charged per course	\$105
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$18,216

Education Specialist in Educational Leadership (EDS-EDL)

Total Number of Credit Hours Required to Complete Program	33
Number of Courses	11
Cost Per Course	\$2,613
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$30,403

Education Specialist Program (EDS) - All Other Specializations

Total Number of Credit Hours Required to Complete Program	33
Number of Courses	11
Cost Per Course	\$2,613
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$30,293

Doctor of Education in Educational Leadership (EDD-EDL)

Total Number of Credit Hours Required to Complete Program	54
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Number of Courses	18
Cost Per Course	\$2,856
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$53,838

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

Doctor of Education (EDD) - All Other Specializations

Total Number of Credit Hours Required to Complete Program	54
Number of Courses	18
Cost Per Course	\$2,760
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$52,110

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

Doctor of Education in Instructional Design (EDD-ID)

Total Number of Credit Hours Required to Complete Program	54
Number of Courses	18
Cost per Course	\$2,856
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	\$53,838

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

Doctor of Philosophy Degree Program (PhD) - Education

Total Number of Credit Hours Required to Complete Program	60
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Number of Courses	20
Cost Per Course	\$3,489
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$72,430

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

Doctor of Philosophy in Educational Leadership (PhD-EDL)

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$3,489
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$72,430

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

Doctor of Philosophy in Instructional Design (PhD-ID)

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost per Course	\$3,453
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$71,710</i>

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

School of Health Sciences - Department of Health Sciences Tuition Rates

Master of Health Administration (MHA)

Total Number of Credit Hours Required to Complete Program	42
Number of Courses	14
Cost Per Course	\$1,812
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$27,218

Doctor of Health Administration (DHA)

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost per Course	\$2,736
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$57,370</i>

School of Social and Behavioral Sciences - Department of Marriage and Family Sciences Tuition Rates

Program requirements may vary, please reference Marriage and Family Therapy information in the Department of Marriage and Family Sciences section of the catalog for details regarding leveling credits and/or additional courses needed for state licensure.

Note: In the Marriage and Family Therapy training programs (MA and PhD), in some cases, students may be required to pay for local supervision. This will depend on the clinical placement location, local clinical placement, and/or local supervisor they contract with to complete their practicum and internship requirements. The decision to pay for local supervision is entirely up to the student and not a requirement of Northcentral University.

Post-Baccalaureate Certificate - Marriage and Family Therapy (MFT)

Total Number of Credit Hours Required to Complete Program	12
Number of Courses	4
Cost Per Course	\$2,646
Course Materials Fee (CMF), charged per course	\$105
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$11,454

Master of Arts - Marriage and Family Therapy (MFT)

Total Number of Credit Hours Required to Complete Program	45-60
Number of Courses at 3 Credits	14-19
Number of Courses at 1 Credit	3
Cost Per 3 Credit Course	\$2,646
Cost Per 1 Credit Course	\$882
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$41,540-\$55,270

Post-Master's Certificate - Marriage and Family Therapy (MFT)

Total Number of Credit Hours Required to Complete Program	18
Number of Courses at 3 Credits	5
Number of Courses at 1 Credit	3
Cost Per Course	\$3,174
Course Materials Fee (CMF), charged per course	\$105
Learning Management Fee, one-time per program	\$450

Total Estimated Cost of the Program	\$20,019
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*Includes three, 1-credit hour internship courses.

Doctor of Philosophy Degree Program (PhD) - Marriage and Family Therapy (MFT)

Total Number of Credit Hours Required to Complete Program	69
Number of Courses at 3 Credits	22
Number of Courses at 1 Credit	3
Cost Per Course	\$3,174
Course Materials Fee (CMF), charged per course	\$90
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$75,432

Doctorate of Marriage and Family Therapy

Total Number of Credit Hours Required to Complete Program	60
Number of Courses at 3 Credits	18
Number of Courses at 1 Credit	6
Cost Per 3 Credit Course	\$3,174
Cost Per 1 Credit Course	\$1,058
Course Materials Fee (CMF), charged per course	\$80
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$65,370

Master of Social Work - Advanced Standing

Total Number of Credit Hours Required to Complete Program	36
Number of Courses	12

Cost Per Course	\$2,163
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$27,606

Master of Social Work - Foundation

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$2,163
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$45,710</i>

School of Social and Behavioral Sciences - Department of Psychology Tuition Rates

Undergraduate Program (BAPSY)*

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$1,383
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$30,310

*Northcentral University Estimated Cost of Attendance is calculated by Program Length. Students entering a Bachelor Degree program on or after June 22, 2012, will have a maximum program length of 60 credit hours.

Post-Baccalaureate Certificate - Psychology

Total Number of Credit Hours Required to Complete Program	12
Number of Courses	4
Cost Per Course	\$2,454
Course Materials Fee (CMF), charged per course	\$105
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$10,686

Master of Arts in Psychology

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,454
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$26,090

Master of Science in Forensic Psychology

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,502
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$26,570

Master of Science in Child and Adolescent Developmental Psychology

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,502
Course Materials Fee (CMF), charged per course	\$105
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$26,520

Master of Science in Health Psychology

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,502
Course Materials Fee (CMF), charged per course	\$85
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$26,320

Master of Science in Industrial/Organizational Psychology

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,502
Course Materials Fee (CMF), charged per course	\$95
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$26,420

Master of Science in Educational Psychology

Total Number of Credit Hours Required to Complete Program	30
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Number of Courses	10
Cost Per Course	\$2,502
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$26,470</i>

Post-Master's Certificate - Psychology

Total Number of Credit Hours Required to Complete Program	18
Number of Courses	6
Cost Per Course	\$3,360
Course Materials Fee (CMF), charged per course	\$105
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$21,240

Doctor of Philosophy Degree Program (PhD) - Psychology

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$3,360
Course Materials Fee (CMF), charged per course	\$105
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$69,750

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

School of Technology Tuition Rates

Master of Science in Computer Science

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,886
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$30,310</i>

Master of Science in Cybersecurity

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,802
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$29,470</i>

Master of Science in Data Science

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,898
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	<i>\$30,430</i>

Master of Science in Information Technology

Total Number of Credit Hours Required to Complete Program	30
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Number of Courses	10
Cost Per Course	\$2,859
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$30,040</i>

Master of Science in Technology and Innovation Management

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,871
Course Materials Fee (CMF), charged per course	\$70
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$29,860</i>

Doctor of Philosophy Degree Program (PhD) in Computer Science

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$3,111
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$64,870</i>

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

Doctor of Philosophy Degree Program (PhD) in Data Science

Total Number of Credit Hours Required to Complete Program	60
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Number of Courses	20
Cost Per Course	\$3,141
Course Materials Fee (CMF), charged per course	\$110
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$65,470

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

Doctor of Philosophy Degree Program (PhD) in Technology and Innovation Management

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$3,129
Course Materials Fee (CMF), charged per course	\$55
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$64,130</i>

Note: Dissertation Completion Pathway's Dissertation Intensive (DCP-8003/2 credits) \$2,000

Non-Degree Tuition Rates

(Refer to <http://www.ncu.edu/tuition-and-admissions/tuition>)

Degree Type	Base Per Course Tuition Rate
Non-Degree (Undergraduate)	\$1,383
Non-Degree (Graduate)	\$2,760

Total program costs reflected are calculated based on standard degree program credits exclusive of the program's potential evaluation track. The actual cost of program is determined on the program and track student enters, transfer credits if any and other unique student factors. For more information: please contact Admissions.

NOTE: Tuition rates may vary based on a variety of factors. Contact your Academic and Finance Advisor if you have questions about your tuition rate.

Miscellaneous Fees

Description of Miscellaneous Fees	Fee Amounts
Learning Management Fee, one-time, per program as noted in Total Estimated Cost of Program section.	\$450.00
Payment Plan Fees - Graduate Students	\$50.00
Payment Plan Fees - Undergraduate Students	\$25.00
Duplicate Diploma Fee - Domestic/U.S.	\$50.00
Duplicate Diploma Fee - International	\$100.00
Official Transcript Fee	\$10.00
Declined Credit Card Fee	\$25.00
Late Payment Fee	\$25.00
Returned Check Fee	\$25.00
Student Tuition Recovery Fund (STRF) Assessment	\$0.00

Miscellaneous Fee Information:

- **Official Transcript Fee** is charged for each official transcript requested
- **Returned Check Fee** is charged if a check is returned for non-sufficient funds
- **Credit Card Declined Fee** is charged if a charge to a credit card account is declined
- **STRF Assessment** is not applicable if you are not a California resident

NOTE: All fees are non-refundable.

Financial Policies

Method of Payment

Students have access to a variety of financing options when attending NCU and should consult with their Enrollment Specialist or Financial Aid representative for assistance in determining which options are appropriate for their circumstances. These financing options are described in the Financial Aid and Financial Information sections of this Catalog and include:

- Self-Pay
- Federal Student Aid Loans and Grants
- Private Loans
- Internal and External Scholarships
- Veterans Educational Benefits, including the Yellow Ribbon Program
- Military Tuition Assistance
- Tribal Funding

- Employer Tuition Assistance
- Employer Vouchers
- Northcentral University Payment Plans

Students may also find additional information about financing their education at NCU at <http://www.ncu.edu/northcentral-admissions/financing>.

Statement of Financial Responsibility

Students are required to maintain current credit card and/or eChecking account information on file in their student records. Payment information, including the methods of payment listed in this Catalog, is used to secure payment for all current and future fees and tuition charges incurred by the student. Students also agree to NCU's Attendance and Continuous Enrollment policy, which enrolls students into courses on a scheduled timeline. Students authorize the University to charge their account on record for all applicable fees and tuition charges for each subsequent course without further authorization.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

Meeting Financial Obligations

The University considers all financial obligations payable immediately, unless otherwise stated. Upon completion of the degree program, any outstanding financial balance is due and payable immediately. NCU withholds certificates, diplomas, and transcripts and prohibits participation in the graduation ceremony and/or the conferring of a degree until all unpaid financial accounts have been satisfied.

Personal Responsibility

It is the personal responsibility of each applicant and student to determine how to pay for his or her education.

NCU expects applicants and students to actively search for the best funding option(s) available through review of all available information on the NCU Web site at www.ncu.edu. The University, through its numerous partnerships, agreements with corporations, businesses, educational organizations, the U.S. military, and other agencies, offers tuition benefits to employees or those entities. NCU staff will assist students in clarifying eligibility for any funding option offered by the University. It is the sole responsibility of the individual applying to NCU to ensure and confirm his or her eligibility for any funding options prior to enrollment and first course request.

After enrolling, if a student becomes aware of a tuition benefit that reduces the student's financial liability, the student will need to notify the University by e-mail or in writing. Submit tuition benefit inquiries to the Financial Services Office at financialaid@ncu.edu. After a review and approval of the written request, NCU will adjust the student's tuition rate. The postmark date or e-mail receipt date of final supporting documentation shall be the effective date of change.

NCU does not accommodate requests from students for retroactive consideration.

Forbearance and Deferment Options

NCU is proud of its ability to provide accredited bachelor's, master's and doctoral degree programs in an online environment at a highly competitive price. Students and prospective students seeking financial relief while continuing their education should contact Student and Financial Services team or their lenders to discuss forbearance or other deferment options.

Forbearance may be granted at the lender's discretion for a variety of other reasons. The terms and conditions of forbearance are determined by each individual lender and may vary from student to student based upon loan indebtedness, past payment history, or other factors deemed appropriate by the lender.

There are several deferment options including active military, public service, economic hardship, and others. These deferment options do not require school certification.

NCU recommends that students and prospective students address their forbearance or deferment needs with their respective lender(s) to clarify the eligibility requirements for forbearance or deferment.

Default of Financial Obligation

If the student's financial obligations are in default (defined as not paying a financial obligation within 30 days of the due date), NCU may declare the entire balance due without further notice and require full payment immediately. Failure to pay the unpaid balance within 10 days may result in any or all of the following:

- Denial of registration, transcripts, diplomas, grades, and graduation
- Assignment of the account for collection
- Reporting the delinquent account status to a credit bureau
- Financial dismissal from the University

In the event an account is delinquent, NCU as well as outside agencies working on its behalf have the right to communicate with the student via email and/or cell phone regarding an outstanding balance. When an account is turned over for collection, the student is obligated to pay NCU's collection expenses. If a lawsuit or other action is filed, litigation falls under Arizona state jurisdiction and the student agrees to pay NCU's attorney's fees as fixed by the trial court. If any party appeals any part of the trial court's decision, the student promises to pay NCU's attorney's fees for the appeal as fixed by the appellate court.

Waiver of Tuition/Fees

In general, NCU does not grant waivers of tuition or fees. However, in the rare instance that a waiver is considered, it must be recommended by the Provost or Senior Director of Student Services and pre-approved by Registrar or the Chief Financial Officer or designee.

If a student would like to request a waiver, a student must submit the request in writing, including the reason or justification. Contact your Student Account Specialist for more information.

Refund Policy

Students have the right to withdraw from a course or the University at any time. NCU team members who receive a request to withdraw from the University will process the request on behalf of the student, using the date they received the request as the Request Date. See Academic & University Policies additional information regarding withdrawal from the University.

Students may also be dismissed from the University for Non-Attendance, Non-Payment, lack of Satisfactory Academic Progress, or violation of the Code of Conduct or Academic Integrity policy. See the Administrative Dismissal policy.

Dismissed or withdrawn students receiving Federal Financial Aid are subject to return of Title IV funds.

If a refund for a non-Title IV payment is required, the amount will be returned to the same source from which the payment was made. For example, if the payment was made by credit card, the refund will go to the same credit card where possible. If the amount cannot be refunded to the original method of payment, a check will be sent to the student using their address of record.

For third party payments, refunds will be sent to the entity who made the payment.

Calculating Refunds

In the event of course drop or withdrawal from the University, refunds are based on amounts already paid by the student and on when the course drop and/or University withdrawal are requested.

- If a student requests to withdraw from the University prior to course registration, pre-paid tuition for courses in which the student is not yet registered is refunded 100%
- If a student requests to drop a course more than 7 days from and including the course start date, it is considered a course withdrawal and full tuition and Course Material Fees are charged
- If the date given in Course Registration Information as the last date to withdraw from a course without academic penalty has passed, the letter grade that was earned at the time of the request to withdraw from the course will be awarded rather than a Withdrawn code
- Students receiving Federal Financial Aid may be subject to return of Title IV funds

Refund Processing Time

Tuition refunds are provided within 30 days of the withdrawal request date or date the course is dropped. The student will be notified if a balance is due to the University.

State-Specific Refund Policies

Alabama Refund Policy

The following refund policy applies to Alabama residents.

1. The student has the right to cancel the Enrollment Agreement within 3 days after entering into it. If the student has paid any fees or tuition to Northcentral University before cancelling, all monies paid will be refunded. Refunds of all prepaid tuition will also be refunded if the student cancels after the 3 days, but prior to starting the course.
2. A student who has not cancelled within 3 days of enrollment shall be entitled to a pro rata refund of fees or tuition paid if the student withdraws before completing 60% or more of the course. Refunds shall be paid within 30 days after the date of withdrawal, and the student does not have to request the refund.
3. After completing 60% or more of the course, the student shall not be entitled to a refund.
4. Refunds shall be paid first to the student's financial aid sponsors and then to the student.
5. A full refund is due to students whose contracted educational services are denied by the school as a result of economic or academic fraud as defined in the Code of Alabama §16-46-1(7) and (8)(1975).

California Refund Policy

The following refund policy applies to California residents.

Students who cease enrollment at NCU, either through withdrawal or dismissal, will receive a pro-rata refund of tuition if the student has completed 60% or less of the period of attendance. For the purpose of calculating the student's refund, the student's withdrawal date is the last day of recorded attendance. The period of attendance is defined as the start date to the scheduled end date of any courses in progress at the time of withdrawal or dismissal. If a student is enrolled in more than one course concurrently at the time of withdrawal/dismissal, each course will be calculated independently. The schedule below shows the refund percentage by day of attendance. Credit balance on the account at the time of withdrawal will be processed within 45 days of the date of withdrawal.

If a student's tuition is paid either by a third party or by a scholarship or grant, any refund due will be issued directly to the third party or returned to the scholarship/grant program unless otherwise directed by the third party.

8-week Course (56 days)						
If the student's withdraw date is on day:	% of Course Complete	% of Tuition Refunded		If the student's withdraw date is on day:	% of Course Complete	% of Tuition Refunded
1-7	2% -13%	100%		21	38%	63%
8	14%	86%		22	39%	61%
9	16%	84%		23	41%	59%
10	18%	82%		24	43%	57%
11	20%	80%		25	45%	55%
12	21%	79%		26	46%	54%
13	23%	77%		27	48%	52%
14	25%	75%		28	50%	50%
15	27%	73%		29	52%	48%
16	29%	71%		30	54%	46%
17	30%	70%		31	55%	45%
18	32%	68%		32	57%	43%
19	34%	66%		33	59%	41%
20	36%	64%		34+	> 60%	0%

12-week Course (84 days)					
If the student's withdraw date is on day:	% of Course Complete	% of Tuition Refunded	If the student's withdraw date is on day:	% of Course Complete	% of Tuition Refunded
1-7	1% -8%	100%	30	36%	64%
8	10%	90%	31	37%	63%
9	11%	89%	32	38%	62%
10	12%	88%	33	39%	61%
11	13%	87%	34	40%	60%
12	14%	86%	35	42%	58%
13	15%	85%	36	43%	57%
14	17%	83%	37	44%	56%
15	18%	82%	38	45%	55%
16	19%	81%	39	46%	54%
17	20%	80%	40	48%	52%
18	21%	79%	41	49%	51%
19	23%	77%	42	50%	50%
20	24%	76%	43	51%	49%
21	25%	75%	44	52%	48%
22	26%	74%	45	54%	46%
23	27%	73%	46	55%	45%
24	29%	71%	47	56%	44%
25	30%	70%	48	57%	43%
26	31%	69%	49	58%	42%
27	32%	68%	50	60%	40%
28	33%	67%	51+	> 60%	0%

29	35%	65%			
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Iowa Refund Policy

The following refund policy applies to Iowa residents.

1. The student has the right to cancel the Enrollment Agreement within 3 days after entering into it. If the student has paid any fees or tuition to Northcentral University before cancelling, that will be refunded within 10 days.
2. A student who has not cancelled within 3 days of enrollment shall be entitled to a pro rata refund of fees or tuition paid if they did not complete 60% of the course(s). An Iowa resident who withdraws from the University receives a tuition reduction equal to 90% of the tuition charged for the dropped course(s), multiplied by the pro rata amount not attended through the 60% mark. For example:

Tuition Cost per course	# of weeks in course	# of total days in course	# of days for 60%	# of days completed	Re-Calculated Tuition if less than 60%	Days Remaining to 60%	% remaining to 60%	Minimum refund
\$ 2,063.00	8	56	34	10	\$ 1,856.70	24	70%	

3. Refunds shall be paid within 45 days after the date of withdrawal, and the student does not have to request the refund.
4. After completing 60% or more of the course, the student shall not be entitled to a refund.
5. Exception: An Iowa resident who withdraws from the University during a course(s) due to physical incapacity receives a reduction of tuition charges proportionate to the number of days in the course that the student did not complete. The University reserves the right to request documentation of physical incapacity. Course drop fees do not apply to Iowa resident students who withdraw from the University.
6. Refunds shall be paid first to the student's financial aid sponsors and then to the student.
7. A student's date of withdrawal is the last date the student participated in a course.

Military Deployment

An Iowa resident who is a member, or the spouse of a member if the member has a dependent child, of the Iowa national guard or reserve forces of the United States and who is ordered to state military service or federal service or duty has the following options:

- i. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
- ii. Make arrangements with the University for a course grade, or to complete coursework at a later date, for all or a portion of the courses in which the student was enrolled at the time of withdrawal. The student will be charged tuition and mandatory fees in full for any course(s) for which the University assigns a grade or that the student will complete at a later date. Any course(s) for which arrangements cannot be made for grades or incompletes is considered dropped and the University will fully refund tuition and mandatory fees for that course(s).

A student must provide a copy of military orders, a letter from his/her commanding officer, or other documentation to support the student's request. Students that elect to complete a course(s) at a later date should refer to the University's Military Leave of Absence policy.

Kansas Refund Policy

The following refund policy applies to Kansas residents.

Students who complete 25% or less of a course and withdraw shall be eligible for a pro rata refund. The completion percentage shall be based on the total number of calendar days in the course and the total number of calendar days completed. After a student has attended at least 25% of the course, tuition and fees shall not be refundable.

Maryland Refund Policy

The following refund policy applies to Maryland residents.

The minimum refund that Northcentral University shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course is as follows:

Proportion of Total Course Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

Oregon Refund Policy

The following refund policy applies to Oregon residents.

The minimum refund that Northcentral University shall pay to an Oregon student who withdraws or is terminated after completing only a portion of a course is as follows:

Week Completed in Course	% of Tuition to be Refunded
1 full week	90%
2 full weeks	80%
3 full weeks	70%
4 full weeks	60%

5-8 weeks	No refund
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Wisconsin Refund Policy

The following refund policy applies to Wisconsin residents.

1. The student has the right to cancel the Enrollment Agreement within 3 days after entering into it. If the student has paid any fees or tuition to Northcentral University before cancelling, that will be refunded within 10 days.
2. A student who has not cancelled within 3 days of enrollment shall be entitled to a pro rata refund of fees or tuition paid if the student withdraws before completing 60% or more of the course. Refunds shall be paid within 40 days after the date of withdrawal, and the student does not have to request the refund.
3. After completing 60% or more of the course, the student shall not be entitled to a refund.
4. Refunds shall be paid first to the student's financial aid sponsors and then to the student.
5. A student's date of withdrawal is the last date the student participated in a course.

California Student Tuition Recovery Fund

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 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, you 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, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are 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.

Student Aid

General Student Aid Eligibility

To be eligible for FSA funds, a student must meet the criteria listed below. NCU ensures that eligibility requirements are met before the awarding of aid occurs. A student must:

- Be enrolled as a regular student in an eligible program
- Not be enrolled simultaneously in elementary or secondary school
- Demonstrate financial need (for some FSA programs)
- Sign the certification statement on the Free Application for Federal Student AID (FAFSA) status that he or she:
 - Is not in default on a federal student loan and does not owe money on a federal student grant
 - Will use federal student aid only for educational purposes
- Show he or she is qualified to obtain a college education by one of the following:
 - Having a high school diploma or a recognized equivalent such as a General Education Development (GED) certificate
 - Completing a high school education in a homeschool setting approved under state law (or - if state law does not require a homeschooled student to obtain a completion credential - completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law)
 - Enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives:
 - Passing an approved "ability-to-benefit" test
 - Completing six credit hours or equivalent coursework toward a degree or certificate
- Have a valid Social Security Number with the Social Security Administration

- Be a U.S. citizen or eligible noncitizen
- Be registered with Selective Service, if required
- Not be in default on a Title IV loan or, if in default, have made satisfactory repayment arrangements with the loan holder
- Have not obtained loan amounts that exceed annual or aggregate loan limits made under any Title IV loan program
- Not be liable for an overpayment of a Title IV grant or Federal Perkins Loan or, if liable, have made satisfactory repayment arrangements with the holder of the debt
- Be making satisfactory academic progress (SAP)
- Not have property which is subject to a judgment lien for a debt owed to the U.S. or, if subject to a judgment lien, have made satisfactory repayment arrangements with the debt holder
- Not have been convicted of an offense involving the possession or sale of illegal drugs that occurred while enrolled and receiving Title IV aid
- Have completed repayment of funds to either ED or the holder of a loan, as applicable, if the student has been convicted of, or pled guilty to, a crime involving fraud in obtaining Title IV aid

Student must complete the Free Application for Federal Student Aid (FAFSA) and have the results sent to NCU. Once the results are received by NCU, they are reviewed to ensure that the student meets all eligibility criteria. If a student is deemed ineligible due to one of the above issues, the Student and Financial Services team will inform the student of the issue so that the student can work towards resolution.

If the student meets the eligibility criteria for federal financial aid and all the required documents have been received, he/she is then awarded financial aid funds.

Transfer coursework is used to establish grade level for loan eligibility. Credit evaluations from unofficial transcripts are accepted to determine loan eligibility.

Financial Aid Programs and Assistance

NCU participates in a variety of financial aid programs. Assistance may include scholarships, grants, and loans. Scholarships and grants are gift awards that do not need to be repaid. Loans are considered self-help awards, since repayment is required. The type and amounts of aid awarded depends upon the student's financial need and the cost of attendance.

NCU participates in the following Federal Student Aid (FSA) programs:

Federal Pell Grant Program

The Federal Pell Grant Program is an entitlement program for students pursuing their first undergraduate degree. Students must demonstrate financial need to qualify. Students who have already earned a bachelor's degree are not eligible for Federal Pell Grant funds.

The Federal Pell Grant Program is federally funded with the purpose of helping financially needy students meet the cost of postsecondary education. This program is centrally administered by the federal government and is typically the foundation of an undergraduate student's aid package.

In order to determine eligibility for the Federal Pell Grant, NCU must receive the results of the Free Application for Federal Student Aid (FAFSA) in the form of a valid Institutional Student Information Report (ISIR) from the Department of Education's Central Processing Service (CPS). The Federal Pell Grant Scheduled Award is based upon the official Expected Family Contribution (EFC) and the Federal Pell Grant Cost of Attendance (COA). Students cannot receive more than 100% of the Federal Pell Grant Scheduled Award within an award year, and a student's maximum duration of Pell Grant eligibility is six scheduled awards, as measured by the percentage of lifetime

eligibility used (one scheduled award equals 100% lifetime eligibility used). A student is ineligible to receive further Pell Grant funds if they have reached or exceeded the 600% limit.

All Undergraduate students enrolled at NCU are considered to be full-time students for purposes of calculating the Federal Pell Grant Scheduled Award.

The amount of Federal Pell Grant awarded is based upon the length of the payment periods to be funded and the EFC indicated on the student's valid SAR/ISIR.

The portion of the enrollment that is funded based upon a particular year's SAR/ISIR depends upon the student's payment periods that begin in that year. Payment periods are normally funded from the year in which they begin.

When a payment period falls into two award years (crosses over July 1st), it is called a "crossover payment period". NCU will assign crossover payment periods to the award year that best meets the needs of its students and maximizes a student's eligibility over the two award years in which the crossover payment period occurs.

For an academic year, the student is awarded the full Federal Pell Grant Scheduled Award determined by the EFC and COA. When less than a full academic year is to be funded, the Scheduled Award is prorated appropriately.

Federal Pell Grant funds are generally scheduled for disbursement at the beginning of each payment period, in conjunction with the achievement of Satisfactory Academic Progress. The funds scheduled represent, at maximum, funding for all credits that should be earned during the payment periods to be funded from the appropriate award year.

Federal Pell Grant funding is scheduled for all eligible students who submit a final and valid SAR/ISIR while enrolled and prior to the end of the award year.

Federal Direct Loan Program which includes:

Federal Stafford Loans

Federal Direct Subsidized Stafford Loan

The Federal Subsidized Stafford Loan Program provides low-interest, deferred-payment loans to undergraduate students who demonstrate financial need. These loans assist students with educational expenses.

The U.S. Department of Education subsidizes the interest on these loans while the students are enrolled in school at least half-time and during grace and deferment periods.

Students apply for the Federal Direct Subsidized Stafford loan by completing the Free Application for Federal Student Aid (FAFSA) and the Master Promissory Note (MPN). All first-time NCU borrowers must also complete entrance counseling prior to receiving loan funds. All students who have had Stafford loans disbursed while attending NCU must complete exit counseling prior to graduation. Those borrowers who terminate attendance by means other than graduation or those who were not able to attend exit counseling sessions will be contacted and informed of loan responsibilities in writing. All borrowers may also complete the required entrance and exit counseling on-line.

The total aggregate amount of Subsidized Stafford loans that an undergraduate student may borrow is \$23,000.

All degree programs at NCU are at least an academic year in length.

Federal Direct Unsubsidized Stafford Loan

The Federal Unsubsidized Stafford Loan Program provides low-interest, deferred-payment loans to undergraduate and graduate students regardless of financial need. These funds assist students with educational expenses.

Unlike the Subsidized Stafford loan program, the U.S. Department of Education does not subsidize the interest on these loans while the students are enrolled at least half-time and during grace and deferment periods.

Students apply for the Federal Unsubsidized Stafford loan by completing the FAFSA and the Master Promissory Note (MPN). All first-time NCU borrowers must complete entrance counseling prior to receiving funds. All students who had Stafford loan disbursed while attending NCU must complete exit counseling prior to graduation. Those borrowers who terminate attendance by means other than graduation or those who were not able to attend exit counseling sessions will be contacted and informed of loan responsibilities in writing. All borrowers may also complete the required entrance and exit counseling on-line.

The total aggregate amount of Unsubsidized Stafford loans that may be borrowed is \$31,000 for dependent undergraduate borrowers (\$23,000 of which may be Subsidized Stafford loan funds), \$57,500 for independent undergraduate borrowers (\$23,000 of which may be Subsidized Stafford loan funds), and \$138,500 for graduate borrowers. Annual limits are noted in the chart below. The total amount of Subsidized and Unsubsidized loans may not exceed the maximum amounts.

Dependent students may receive an Unsubsidized Stafford loan if they do not have the financial need to qualify for a Subsidized Stafford loan. Dependent students may also qualify for an "additional Unsubsidized" Stafford loan if their parents are not eligible to receive a Federal PLUS loan.

All degree programs at NCU are at least an academic year in length.

Annual Stafford Loan Limits

Dependent Undergraduates	Base Subsidized & Unsubsidized	Additional Unsubsidized	Maximum Subsidized & Unsubsidized
First Year	\$3500	\$2000	\$5500
Second Year	\$4500	\$2000	\$6500
Third Year and Beyond	\$5500	\$2000	\$7500
Independent Undergraduates (and dependent undergraduates whose parents cannot borrow PLUS loan)			
First Year	\$3500	\$6000	\$9500
Second Year	\$4500	\$6000	\$10500
Third Year and Beyond	\$5500	\$7000	\$12500
Graduate and Professional Students			

Each year until lifetime aggregate is met	\$0	\$20500	\$20500
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Federal Direct PLUS Loans

Federal Direct Parent Loan for Undergraduate Students (PLUS)

The Federal PLUS loan provides non-subsidized low-interest-rate loans to the parents of dependent students regardless of need. These funds assist students with educational expenses.

The PLUS loan may be awarded up to the cost of attendance less any other aid awarded.

The parent borrower must meet the citizenship criteria and not be in default or owe a repayment on a Title IV loan or grant. The parent must also be able to meet the credit criteria established by the Federal Direct Loan Program. A credit check will be done for parents applying for a PLUS.

Federal Direct PLUS Loan for Graduate and Professional Students (GradPLUS)

The GradPLUS provides a non-subsidized loan option to graduate and professional students. Students must also be able to meet the credit criteria established by the Federal Direct Loan Program, complete a GradPLUS Master Promissory Note (MPN) and complete GradPLUS entrance counseling. A credit check will be done for students applying for GradPLUS.

The Grad PLUS loan may be awarded up to the cost of attendance less any other aid awarded.

Additional Assistance Options

Non-FSA assistance may be available to students. Click on the link below for additional information:

Additional Assistance Options

Employer Reimbursement

Any "employer reimbursement" or "tuition assistance" is included as part of the student's estimated financial assistance (EFA) for the purpose of determining need.

Employer reimbursement or tuition assistance is included based on the student's response on the NCU Financial Aid Application. NCU assumes that an answer of "yes" without an explanation of terms means full tuition remission. Employer reimbursement or tuition assistance is used to cover tuition and fees only, unless otherwise noted by the student.

Veterans Educational Benefits

NCU does not determine a student's eligibility for educational benefits from the U.S. Department of Veterans Affairs (VA), such as GI Bill® benefits. To verify eligibility for these benefits, students should call the VA Education Office at 1-888-442-4551 to speak with a VA Education Representative or visit the Official GI Bill® website at www.benefits.va.gov/gibill. To apply for a VA education benefit visit www.vets.gov/education.

Students who are eligible for VA educational benefits are required to contact Student Financial Services and provide documentation confirming benefit eligibility. Examples of appropriate documentation include Certificates of Eligibility (COE), eBenefits Post 9/11 GI Bill® Enrollment Status pages, Vets.gov benefit statements, and Web Automated Verification of Enrollment (WAVE) pages. This required documentation will be kept on file with NCU and used to complete electronic enrollment certifications to VA, after the drop period in each course.

Prospective and current students wanting to utilize VA educational benefits are also advised to contact the School Certifying Official (SCO) upon enrollment as he/she is trained to answer questions and provide assistance regarding VA benefits. The NCU SCO may be contacted at veteransbenefits@ncu.edu.

NCU will inquire about all previous education and training for students electing to use VA education benefits and request transcripts from these students for all prior institutions, as required by VA. This includes transcripts for military training, traditional college coursework, and vocational training. Unofficial transcripts are sufficient for the purpose of an initial evaluation. Transcripts for education and training from prior institutions will be evaluated and credit will be granted, as appropriate, per NCU's Transfer of Credit Policy.

As part of our commitment to our military students, NCU complies with the Principles of Excellence. The Principles of Excellence are voluntary federal guidelines for institutions of higher learning which ensure military service members, veterans, and their families are treated fairly and are well informed when making decisions concerning their post-secondary education.

"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs.

Yellow Ribbon Program

The Yellow Ribbon Program is a provision of the Chapter 33, Post 9/11 GI Bill®. It is designed to help students pay for their out-of-pocket tuition and fees associated with their education programs after exhausting the annual funding limit of the Post 9/11 GI Bill® for the VA academic year (August 1 to July 31). The annual limit for the Post 9/11 GI Bill® is subject to change each year and can be viewed at www.benefits.va.gov/gibill/post911_gibill.

As a Yellow Ribbon participating school, NCU will contribute up to \$2,000 for tuition and fees after an eligible student exhausts the annual funding limit. VA will then match the amount of the school's contribution and issues payment directly to NCU.

Only individuals entitled to the maximum benefit rate of the Post 9/11 GI Bill® (based on service requirements) may receive this funding. The following individuals are eligible for Yellow Ribbon benefit:

- Veterans and their spouses, through transfer of entitlement, eligible at the 100% benefit level (based on service requirements)
- Dependent children, through transfer of entitlement, if the sponsor is eligible at the 100% benefit level, regardless of the sponsor's active duty status

Active duty service members and their spouses are not eligible for the Yellow Ribbon Program.

Questions regarding the Yellow Ribbon Program at NCU may be directed to the School Certifying Official at veteransbenefits@ncu.edu.

Military Tuition Assistance

As an active duty, National Guard, or Reserve Uniformed service member, students may be eligible for military Tuition Assistance (TA) to help pay tuition. TA benefits may even cover the entire cost of NCU education with the special tuition rates NCU offers in conjunction with TA.

TA funds are earned proportionally during an enrollment period, with unearned funds returned directly to the military service based upon when a student stops attending. The University will return any unearned TA funds on a proportional basis as follows: withdrawals through the end of week one of the period for which the funds were provided will be refunded at 100%; and withdrawals after week one of the period for which the funds were provided will be refunded at 0%.

In instances when a service member stops attending due to a military service obligations, the University will work with the affected service member to identify solutions that will not result in a student debt for the returned portion of unearned TA funds.

Tribal Funding

NCU participates in Title IV federal financial aid programs and in completing Tribal Funding Need Analysis Forms, follows the guidelines stated in Estimated Cost of Attendance (COA). As an online university, NCU uses tuition costs only as its estimated cost of attendance calculation. Grants, scholarships, NCU partnership discounts, or any other forms of tuition reduction will affect the estimated cost of attendance calculation.

Private Education Loan Information

A private education loan is a non-Federal Student Aid (FSA) loan that is made to a borrower expressly for postsecondary education expenses, regardless of whether the loan is provided through the educational institution that the student attends or directly to the borrower from the private educational lender. In either case, borrowers should know that they may qualify for FSA loans or other assistance from FSA programs, and that the terms and conditions of a FSA loan may be more favorable than the provisions of private education loans. Accordingly, NCU encourages students needing financial aid to pay for their education to complete the Free Application for Federal Student Aid (FAFSA) to determine their eligibility for FSA. NCU may certify a student's private education loan in situations where a student may not be immediately eligible for a FSA loan.

NCU does not participate in a preferred lender arrangement with private education loan lenders, but those lenders that will make loans available to NCU students or parents can be viewed on the FASTChoice website at <https://choice.fastproducts.org/FastChoice/home/3813300/1>. NCU does not endorse these lenders. Borrowers can choose to use any private education loan lender that will make loans to the borrower for attendance at NCU, but many private education loan lenders require a credit check. This means that lenders look at borrowers' financial history to determine if they can approve a loan, and if so, what terms they will offer the borrower.

Scholarships

From time to time, the University offers grants or scholarships to provide students with extra financial support.

When a Grant or Scholarship opportunity becomes available, details regarding awards, deadlines, and submission requirements will be posted in the Commons on NCUone.

More information can be found by contacting Student Financial Services or visiting the grants and scholarships page of NCU.edu.

Northcentral University Payment Plan and Fees

Description of Northcentral University Payment Plans and Fees	Fee Amounts
Pay-in-Full Payment Plan Processing Fee	\$0
Pay-by-Term Payment Plan Processing Fee	\$0
Monthly Payment Plan Processing Fee - Undergraduate	\$25.00 Per Course
Monthly Payment Plan Processing Fee - Graduate and Non-Degree	\$50.00 Per Course
Late Payment Fee	\$25.00
Returned Check Fee	\$25.00
Declined Credit Card Fee	\$25.00

Payment Plans and Fee Information

- Students utilizing financial assistance programs are responsible for timely payment of tuition and fees
- Students must pay their financial obligations to the University before receiving reimbursement from their financial assistance source
- A Late Payment Fee is charged if a student fails to meet the terms and conditions of his or her payment plan
- A Returned Check Fee is charged when a student's payment by check does not clear his or her account
- A Declined Credit Card Fee is charged when a student payment by credit card is denied by the issuing credit card company

Undergraduate Payment Plans

Pay-in-Full (Length of Program)

Students may pre-pay the tuition for their entire degree program at the beginning of their program at NCU. Such pre-payment will confirm the tuition rate for the duration of the student's entire program (excluding additional or retaken courses).

Pay-by-Course

Tuition is due at the time the student requests his or her course(s). The University reserves the right to change tuition rate as it deems necessary.

Northcentral University Payment Plan

This monthly payment plan covers the direct NCU tuition costs for each course only

- At the time of a student's Course Acceptance, a payment plan is initiated by the student requiring monthly payments made directly to the University
- The University reserves the right to change tuition rates as it deems necessary

Procedural Steps for the Northcentral University Payment Plan:

Step One: At the time attendance is confirmed in the course, the student submits the initial payment plan fee and schedules the subsequent monthly payments as required by the payment plan. The first payment and payment plan fee are processed on the eighth (8th) day of the course.

Step Two: The student's two remaining monthly payments will be processed in 28-day increments beginning 36 days from the start of the course.

Other Important Details about Northcentral University Payment Plans:

- **Credit Card:** The student's credit card on file is charged automatically each month until tuition and fees for the term are paid in full
- **Fees:** A \$25 Late Payment Fee will be charged for each month that a payment is not received on time
- If a credit card payment is declined or a check is returned due to insufficient funds, a \$25 Declined Credit Card or Returned Check Fee will be charged
- If a student who has prepaid tuition withdraws or is dismissed from his or her degree program prior to graduating, any tuition reduction applied to such tuition prepayment is invalid
 - The student is charged the applicable tuition for all completed courses based on the full tuition rate in effect at the time each course began
 - The difference resulting from any tuition reduction and the amount charged at the full tuition rate in effect at the time each course began is deducted from the remaining credit balance prior to the refund payout

Post-Baccalaureate Certificate, Master's Degree, Post-Master's Certificate, and Doctoral Degree Payment Plans

Pay-in-Full (Length of Program)

Student may pre-pay the tuition for their entire degree program at the beginning of their program at NCU.

Pay-by-Course

Tuition is due at the time the student requests their course(s). The University reserves the right to change tuition rates, as it deems necessary.

Northcentral University Payment Plan

This monthly payment plan covers the direct NCU tuition costs for each course

- At the time of the student's Course Request, a payment plan is initiated by the student requiring monthly payments made directly to the University
- Students cannot register for a new course until all outstanding tuition and fees balances are paid in full
- The University reserves the right to change tuition rates as it deems necessary

Procedural Steps for the Northcentral University Payment Plan:

Step One: At the time attendance is confirmed in the course, the student submits the initial payment plan fee and schedules the subsequent monthly payments as required by the payment plan. The first payment and payment plan fee are processed on the eighth (8th) day of the course.

Step Two: The student's two remaining monthly payments will be processed in 28-day increments beginning 36 days from the start of the course.

Other Important Details about Northcentral University Payment Plans:

- The student's credit card on file is charged automatically each month until tuition and fees for the term are paid in full
- Fees: A \$25 fee will be charged for each month that a payment is not received on time
- If a credit card payment is declined or a check is returned due to insufficient funds, a \$25 Declined Credit Card or Returned Check Fee will be charged.
- If a student who has prepaid tuition withdraws or is dismissed from his or her degree program prior to graduating, any tuition reduction applied to such tuition prepayment is invalid
 - The student is charged the applicable tuition for all completed courses based on the full tuition rate in effect at the time each course began
 - The difference resulting from any tuition reduction and the amount charged at the full tuition rate in effect at the time each course began is deducted from the remaining credit balance prior to the refund payout

Application and Forms

The financial aid process begins when a student indicates their interest in financial aid during the application process and discusses their intent with a Academic and Finance Advisor. Students may be eligible to receive Federal Student Aid (FSA) funds once they have completed the entire financial aid process.

Forms

FSA forms, applications and/or instructions for applying are available on the FSA website at <https://studentloans.gov>. This site is a resource of information from the U.S. Department of Education about how to apply for and manage student loans. These forms and instructions include, but are not limited to:

- Free Application for Federal Student Aid (FAFSA) is a need analysis document published by the Department of Education
 - Students must complete the FAFSA and receive a valid federal output document in order to be eligible for Title IV funds
- Federal Direct Loan Master Promissory Note for Federal Direct Stafford Loans and/or PLUS or GradPLUS loans are required only of those students interested in borrowing through the William D. Ford Direct Loan Program

- Entrance Counseling is required for all first time borrowers and first time students at any post-secondary education institution

Students must complete these applications, forms, and processes electronically in order for the SFS Department to determine eligibility.

Application Process

FAFSA

Each applicant requesting federal financial aid must have a current and valid Institutional Student Information Report (ISIR) on file with NCU and the U.S. Department of Education. The FAFSA must be completed on-line at: www.fafsa.ed.gov.

From the application data, the SFS department obtains the Expected Family Contribution (EFC) and makes a preliminary determination of Federal Pell Grant eligibility. The application data is also used to determine the amount of a student's Federal Stafford Loan eligibility.

A FAFSA is required for each award year in which a student wishes to receive aid, but in some cases, an ISIR may be used for multiple award years. Students starting courses before June 21, 2016 may complete the 2015/2016 FAFSA. New students starting courses after June 21, 2016 must complete the 2016/2017 FAFSA.

Verification

Students selected for Verification must complete a Verification Worksheet. In most cases, a completed Verification Worksheet is sufficient to complete Verification when students use the IRS Data Retrieval Tool available when completing the FAFSA online.

Additional information may be needed to be verified depending on which verification group a student is placed in. See the Verification section of the Catalog for a list of the verification groups and corresponding information that must be verified.

Master Promissory Note (MPN)

In order to be eligible to receive a Stafford loan, a student must sign an MPN. The MPN will be completed by the student on the MPN web site, which will include the Borrower's Rights and Responsibilities.

Under the multi-year feature of the MPN for Stafford loans, students are able to obtain additional loans without having to sign a new MPN for each academic year. However, a new MPN will be required at NCU in the following situations:

- No disbursements were made on the MPN within 12 months of the date the borrower signed the MPN or
- Ten years have passed since the date the student signed the MPN; if a portion of the loan is made on or before the ten-year limit on the signature date, remaining disbursements of that loan can be made

The Financial Aid Office can refuse to certify a student's loan application on a case-by-case basis, if the reason is documented for its action and the office provides the reason to the student in writing.

Entrance Counseling

Entrance counseling is required before students can receive a first Direct Loan as an undergraduate student, or a first Direct Graduate PLUS Loan as a graduate student. Student access entrance counseling by logging in to

www.StudentLoans.gov using his or her FSA ID. Additional Loan counseling is required for students borrowing Graduate PLUS loans with endorsers or adverse credit history.

Financial Aid History

Prior to disbursing FSA program funds, NCU will check the financial aid history for a student who has received aid at another institution. This will be done by reviewing the financial aid history from the National Student Loan Data System (NSLDS).

Verification

Verification is the selective confirmation of certain student and parent-reported data (for dependent students). Applications are selected for verification either by the Central Processing System (CPS) or by the Student and Financial Services (S&FS) team. The Financial Aid Office verifies all applications selected by the CPS. Any Institutional Student Information Record (ISIR) may be selected for verification, even if the prior ISIR was not selected.

On a case-by-case basis, the SFS team may institutionally select an application for verification if there is a discrepancy or a condition that is unusual and warrants review.

To minimize award notification updates and post-award questions, NCU packages and disburses funds only after completing any necessary verification. The verification process must be completed for selected applicants before any Title IV aid (excluding PLUS and Unsubsidized Stafford loans if those loans represent the only award) will be disbursed. A student will receive an updated award letter if, based on verification documentation, Title IV award amounts have changed.

Information that must be verified and the acceptable documentation for students selected for verification are determined annually and published before the start of an award year. In accordance with the new regulation, NCU may verify different items from year to year.

Student Notification of Verification

Applicants selected for verification will be notified via email notice of:

- The documentation needed to satisfy the verification requirements
- The student responsibilities with respect to the verification application information, including the deadlines for completing the process and the consequences of failing to complete the process
- The notification methods if the award letter changes as a result of verification and the time frame for such notification
- When the verification process is complete

The Financial Aid Office will provide a written verification notice to the student of the documents required to complete the process. The student must submit these documents to the Financial Aid Office in order to receive any Title IV aid for the award year.

Students cannot avoid the verification process by choosing to decline a Pell Grant or Subsidized Stafford loan, resulting in Unsubsidized Stafford funds only.

Submission of Verification Documents

In most cases, a completed Verification Worksheet is sufficient to complete verification, when the student uses the IRS Data Retrieval Tool available when filling out the FAFSA online. As a practice, and unless the student is selected for the verification process, the Financial Aid Office does not request Form W-2 Wage and Tax Statements with tax transcripts. W-2 forms are only requested when determining a separation of income, making a professional judgment, when the student is a nontax filer, and/or resolving conflicting data.

In the event the student has a qualified IRA rollover NCU will request a written statement from the tax filer indicating the amount of the distribution that was included in the IRA rollover.

A student must submit all verification documents by the earlier of 120 days after the last day of the student's enrollment or by the deadline published in the *Federal Register* (generally at the end of September following the end of the award year). Verification is considered complete when all requested documentation has been received, all errors have been corrected, and a valid ISIR is on file.

If required verification documentation is not submitted by the deadline, the student will not be eligible for any Title IV aid for the period of time the selected ISIR was used to determine eligibility.

Once a student is no longer enrolled, he may still submit verification documentation (using the deadline above) and receive a late disbursement if, during the time he was enrolled, the U.S. Department of Education had processed an ISIR with an official Expected Family Contribution (EFC). If the EFC changes based on the documentation received, any Pell grant award will be based on the higher EFC. As a reminder if the student is a Pell Grant recipient, certain Lifetime Eligibility Used (LEU) restrictions may apply.

Verification Exclusions

Applicants who fall into the following categories are exempt from the verification requirements unless there is conflicting data present in the file. Use of verification exclusions will be documented in the applicant's record.

- Spouse Unavailable – applicant's data must still be verified according to other requirements
 - This exception is only for spousal data in which the:
 - Spouse is deceased or mentally incapacitated
 - Spouse is residing in a country other than the United States and cannot be contacted by normal means
 - Spouse cannot be located because his or her address is unknown and the applicant cannot obtain it
- Parents Unavailable – applicant's data must still be verified according to other requirements
 - This exception is only for parental data in which the:
 - Applicant's parents are deceased or mentally incapacitated
 - Parents are residing in a country other than the United States and cannot be contacted by normal means
 - Parents cannot be located because their address is unknown and applicant cannot obtain it
- Death of a student - if an interim disbursement has been made and the student dies before verification is completed, no further verification is required
 - No additional funds can be disbursed, including disbursement to any of the student's beneficiaries
- NCU re-verifies students who may have completed the verification process for the same award year while attending another institution
 - An exception is made for undergraduate students who transfer from Rio Salado Community College
- The applicant is eligible to receive only unsubsidized student financial assistance
 - The University must still verify the student's identity and collect the statement of educational purpose for students selected for V4 and V5 verification
 - The University is not required to verify proof of high school completion status for students selected for V4 and V5 verification because its admission process requires an academic transcript that

indicates the student completed at least a two-year program that is acceptable for full credit toward a bachelor's degree

- Not a Title IV Recipient – if a student will not be receiving federal student aid for reasons other than the failure to complete verification, verification is not required

If any of these exclusions apply, the appropriate documentation is maintained in the student's file.

Verification Tracking Groups

Students who are selected for verification will be placed in one of the six following groups. The group determines which FAFSA information must be verified.

Standard Verification Group

Students in this group must verify the following if they are tax filers:

- Adjusted gross income
- U.S. income tax paid
- Untaxed portions of IRA distributions
- Untaxed portions of pensions
- IRA deductions and payments
- Tax-exempt interest income
- Education tax credits
- Household size
- Number in college
- Supplemental Nutrition Assistance Program (SNAP) benefits, if indicated on the ISIR
- Child support paid by the student (or spouse), the student's parents, or both, if indicated on the ISIR

Students who are not tax filers must verify the following:

- Income earned from work
- Number of household members
- Number in college
- SNAP benefits, if indicated on the ISIR
- Child support paid by the student (or spouse), the student's parents, or both, if indicated on the ISIR

Child Support Paid Verification Group

Students in this group must verify child support paid by the student (or spouse), the student's parents, or both, if indicated on the ISIR.

Custom Verification Group

Students in this group must verify high school completion status, provide an identity/statement of educational purpose, SNAP benefits if indicated on the ISIR, and child support paid by the student (or spouse), the student's parents, or both, if indicated on the ISIR.

Aggregate Verification Group

Students in this group must verify high school completion status and provide an identity/statement of educational purpose in addition to the items in the Standard Verification Group.

Household Resources Group

Students in this group must verify, in addition to the items in the Standard Verification Group, the following if they are tax filers:

- Other Untaxed Income on the FAFSA:
 - Payments to tax-deferred pension and savings
 - Child support received
 - Housing, food and other living allowances paid to members of the military, clergy and others
 - Veterans non-education benefits
 - Other untaxed income
 - Money received or paid on the applicant's behalf

Verification Resolution

Separation of Income

To reflect a student's (or parents) financial situation properly when a change in family status occurs between the prior calendar tax year and the current time period, a Separation of Income form is required. This form enables the student (or parent) to assess the dollar amount of funds reported on the prior year tax return and/or FAFSA that are attributable to the student (parent).

This amount is then used in the EFC calculation, as it more accurately reflects the student's (or parents) financial situation.

Conflicting and Inaccurate Information

If the results of the FAFSA indicate that further verification is needed, such as citizenship proof, proof of non-citizen eligibility, or proof of registration with Selective Service, additional documentation may be required. The Financial Aid Office is required to resolve conflicting data if there is a reason to believe that any information on an application used to calculate the EFC is inaccurate.

Filing a Tax Extension

When a student files a tax extension, proof of the filed extension must be provided. This consists of the documentation the student received from the IRS when the extension was filed. Once the taxes have been filed, the student must provide a copy of the tax transcript to the Financial Aid Office. No interim disbursements of financial aid will be made for students who are selected for verification while they are completing the verification process.

Time Limits

- There is no time limit for evaluating information to determine if a conflict exists
- NCU will resolve the conflict expeditiously
- NCU will not disburse aid (or make additional disbursements of aid) until the conflict is resolved
- No further action is needed if

- All aid for the period of enrollment has been disbursed
- At the time of disbursement, there was no conflicting information
- The student is no longer enrolled at NCU and has not told NCU he intends to re-enroll
- Post Withdrawal Disbursement: If aid remains to be disbursed, NCU will resolve the conflict before making the late or post withdrawal disbursement

Handling Conflicts in Taxable Income

- Determine if the applicant/spouse/parent(s) were required to file a tax return
- Determine if the student/parent filed using the correct filing status
 - For example, one individual filed as Married Filing Separately, but both claimed Head of Household
- Determine if interest and dividend income or capital gains are reported on the income tax return, but there are no assets reported on the FAFSA
- Compare the verification worksheet and the tax transcript to the FAFSA/ISIR
 - Inconsistent information represents conflicting information
 - If the FAFSA or the ISIR disagrees with the income tax transcript, either the FAFSA/ISIR or the income tax return must be corrected
 - The Financial Aid Office can insist the family submit a corrected tax return and then submit to the University an IRS generated tax transcript
 - Aid will not be disbursed until the conflict is resolved
- Determine if a conflict exists regarding the relationship reported in the exemption section of the tax return and other information reported
- Verify Social Security Numbers reported by student and/or parents
- Verify marital status reported by student and/or parents
- Determine if a person was claimed as a tax exemption by more than one person
- Determine if the applicant reported a low income figure
- Determine if untaxed income needs to be resolved

Resolution Documentation

NCU is required to document the resolution regarding conflicting information, including what it determines the correct information to be. This may be confirmation that an earlier determination is correct.

Examples of documentation to support resolution of conflicting information include:

- A signed federal tax transcript
- A letter from the tax preparer or accountant that adequately explains the situation
- A letter from the IRS
- A signed statement from the student/spouse/parent(s)
- FAFSA/ISIR with information corrected by the student or
- An IRS generated letter to reflect the data from an amended tax return

Referral of Fraud Cases

All suspicion of financial aid fraud should be reported to Human Resources and to the Vice President of Student & Financial Services, who will evaluate the evidence and report suspected fraud to the Office of Inspector General of the U.S. Department of Education.

Database Matches

Database matches requiring clearance of Reject or C-Codes fall into six categories and must be resolved prior to award and disbursement of Federal Student Aid (FSA).

- Selective Service
 - Data match
 - Registration
- Department of Homeland Security (DHS)
 - Primary verification of citizenship
 - Secondary verification of citizenship
- Social Security Administration (SSA)
 - Social Security Number (SSN)
 - Citizenship
 - Date of Death
- Veteran's Affairs (VA) - Veteran Status
- National Student Loan Data System (NSLDS)
 - Default
 - Overpayment
 - Financial Aid History
- Department of Justice (DOJ) - Drug Abuse hold file

Students with a Database match, Reject, or C-Code are notified via their Student Aid Report (SAR). The Financial Aid Office also sends a written notice to the student requesting any documents required to complete the process.

The student must submit these documents to the Financial Aid Office in order to receive any FSA for the award year.

Documentation received requiring corrections to the Institutional Student Information Record (ISIR) will be used as the source for corrections by the Financial Aid Office. The Financial Aid Office will hold documentation used for resolution on file.

Selective Service

Males in the United States born on or after January 1, 1960 are required to register with the Selective Service between the age of 18 and 25. To resolve a Selective Service match, the student must provide specific information.

- If still between the ages of 18 and 25, provide proof of registration with Selective Service
- If beyond the age of registration and did register when eligible, provide proof of registration
- If beyond the age of registration and did not register, provide proof that they were exempt
- If active in the armed services and on active duty, provide a copy of a current Military ID
- If a former member of the armed services, provide a copy of the DD214 long form showing a discharge other than dishonorable
- If beyond the age of registration and did not register and were not exempt, provide the Financial Aid Office with documents to show that the failure to register was not knowing or willful; eligibility to be determined through Professional Judgment.

Department of Homeland Security (DHS)

To be eligible for Title IV aid, a student must be a U.S. citizen, or eligible non-citizen as qualified through the United States Citizenship and Immigration Services (USCIS) within the DHS. Eligible statuses are:

- U.S. citizen or national
- U.S. permanent resident
- Citizens of the Freely Associated States: The Federated States of Micronesia and the Republics of Palau and the Marshall Islands
- Other eligible noncitizens

If a parent wants to take out a PLUS loan for a dependent undergraduate student, both the parent and the student must be U.S. citizens or nationals, or eligible noncitizens.

When students complete their Free Application for Federal Student Aid (FAFSA) the Central Processing System (CPS) will match the student's information to validate the student's name, date of birth (DOB), U.S. Citizenship status, Social Security number (SSN), and possible date of death.

For proof of citizenship, a student will need to provide a copy of one of the following:

- U.S. Birth Certificate
- Certificate of Birth Abroad
- Certificate of Citizenship
- U.S. Passport
- Certificate of Naturalization

Older versions of the Certificates of Naturalization and Citizenship instruct the holder not to photocopy the document. The USCIS has advised that these documents may be photocopied for lawful purposes, such as documenting eligibility for Title IV aid.

If the student is an eligible noncitizen, they will need to provide at least one of the following:

- I-94 or I-94A stamped "Processed for I-551"
- I-151 Receipt Card
- I-151 Resident Alien Card
- Machine Readable Immigration Visa (MRIV)
- Foreign Passport stamped "Processed for I-551"

This list is not inclusive of all documents that may resolve a DHS match for eligibility.

Should DHS not confirm eligibility at Primary Verification, CPS will attempt automated Secondary Confirmation from DHS. The Automated Secondary Confirmation process may take as little as 5 days but no longer than 15 business days. If the student does not pass automated Secondary Confirmation and still wants Title IV aid, the Financial Aid Office will initiate the paper Secondary Confirmation process to resolve the discrepancy.

Secondary Confirmation performed by the Financial Aid Office requires the student to provide proof of their immigration status and the Financial Aid Office then completes the G-845 form and submits the form to USCIS with the appropriate immigration documents from the student.

Social Security Administration (SSA)

The purpose of the SSA database match is to verify that the student's SSN, DOB, and name reported on the FAFSA match the SSA records. The SSA database match will also verify citizenship in conjunction with the USCIS.

If the student's SSN is not found in the SSA database, the student's FAFSA application will be rejected and the student will receive instruction on their SAR to correct their SSN. SSA rejects can occur when:

- The student reports the wrong SSN on the FAFSA
- There is an error in the SSA database
- No match of SSN to name or DOB

- Name, DOB, or signature are missing from the FAFSA
- The student reports an invalid SSN
- The SSN has an associated date of death

Students from the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau are not required to provide SSNs, but are instead assigned an identification number by CPS when indicating their state of legal residence.

Means of resolving SSA database codes include, but are not limited to:

- The student/parent making corrections directly to the FAFSA via Student Aid Report (SAR) or FAFSA on the web (FOTW), if fields were left blank on the ISIR or were entered in error
- Providing a copy of the student's/parent's birth certificate
- Providing a copy of the student's/parent's Social Security card
- The student/parent contacting the SSA to update SSA records

Veteran's Affairs (VA)

FAFSA information is also sent via CPS to the Department of Veteran's Affairs for a status match. If the student answers 'Yes' to the FAFSA question asking if they are a Veteran, the VA scans its databases to see if it considers the student to be a veteran. There is no minimum amount of time the student has to serve in order to be considered a veteran.

Criteria for a student to meet Title IV aid requirements as a Veteran are:

- The student has served in the U.S. Armed Forces (U.S. Army, Navy, Air Force, Marines, or Coast Guard) and has been on active duty (does not include those in the Reserves that have not been called to active duty)
- The student was released from the military under a condition other than dishonorable
- The student is currently serving in the Armed Forces, provided documents confirm intended release prior to the end of an award year. The student has attended a U.S. military academy or U.S. preparatory school (U.S. MAPS or NAPS, not high school academies) for at least one day and was released under conditions other than dishonorable.
 - Students currently attending a U.S. military academy or ROTC students are not veterans
- The student is a member of the Reserves or Coast Guard, provided the student has been called to active duty for purposes other than training
- The student has served in the Reserves or Coast Guard and has been discharged for any reason other than a dishonorable discharge

The student may be asked to provide documentation to substantiate their Veteran status if the VA returns a C-Code for non-match. Items that may be requested to resolve veteran status include:

- DD214, Report of Separation
- A letter or memo from a commanding officer stating the intent to release the student prior to the end of the award year
- A letter from the Department of Veterans Affairs that states its records have been updated to show the student is a veteran

National Student Loan Data System (NSLDS)

NSLDS records the financial aid history of a student across all schools where they may have been awarded financial aid funding in loan or grant form. When the student applies using the FAFSA, CPS will match the student to NSLDS.

Database matches from NSLDS will require resolution from the student prior to being offered any award from the Financial Aid Office. The following is a list of possible database matches that require resolution:

- The student is in default on a federal student loan
- The student owes on an overpayment on a federal student loan or grant
- The student has exceeded annual or aggregate loan limits
- A match is found for SSN, but does not match the student name or DOB
- The student has had at least one federal student loan discharged due to disability

The following Non-Database Matches require resolution if NCU or the Financial Aid Office is aware of the situation specific to a student:

- The student has been convicted of, or has pled no contest or guilty to a crime involving fraud in obtaining Title IV aid.
- The student is subject to a judgment lien for a debt owed to the United States (such as a lien from the Internal Revenue Service on a student's property for failure to pay federal tax debt).

Means to resolve NSLDS matches include but are not limited to the following:

- If the SSN is found but name and DOB do not match:
 - A copy of the student Social Security Card
 - A copy of the student Birth Certificate
- If a previous loan was discharged due to disability:
 - A student and Physician statement indicating the student may engage in substantial gainful activity
 - Student statement acknowledging that they are aware any new federal loans may not be discharged on the basis of present impairment unless the condition substantially deteriorates meeting the definition of total and permanent disability
- If related to defaulted loans or overpayments
 - A copy of satisfactory repayment from the loan holder(s) from the student

Department of Justice (DOJ)

If the student receives a Drug Abuse/Drug Conviction C-Code or reject code from CPS it may indicate that there is a problem with how the student answered the drug conviction question on the FAFSA. Student convicted of a federal or state offense of selling or possessing illegal drugs while receiving federal student aid may still be eligible for federal student aid, and if not, may still be eligible for state or institutional aid.

The question asks if the student has ever been convicted of possessing or selling illegal drugs while the student was receiving federal student aid.

If the student answers yes or leaves the question blank the student will be required to complete the Drug Abuse/Drug Conviction Worksheet to determine if there was a drug conviction and if it affects the student's eligibility for aid.

Student denied eligibility for an indefinite period can regain it only after successfully completing a qualified drug rehabilitation program or if a conviction is reversed, set aside, or removed from the student's record so that fewer than two convictions for sale or three convictions for possession remain on the record. In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility. It is the student's responsibility to certify to the Financial Aid Office that they have successfully completed the rehabilitation program; as with the conviction question on the FAFSA, the Financial Aid Office is not required to confirm the reported information unless there is conflicting information.

Student Budgets

Student budgets are an important component in the financial aid process. Standard student budgets are used to award financial aid by reflecting the cost of attendance for the average student population at a modest, but adequate, standard of living. The Student and Financial Services Team approves special budget considerations for additional costs on a case-by-case basis as covered through a Professional Judgment decision.

Direct and Indirect Costs

Students apply for financial assistance to help pay for costs related to receiving an education at NCU. Some costs are direct charges such as tuition, books, and fees, while other costs are considered indirect costs such as housing, utilities, food, and other incidental personal expenses. Indirect costs are included in the student budget because they are costs a student must consider when determining the expense to attend the University. The student may apply for student financial assistance to help cover education-related expenses such as these.

How Budgets Are Derived and Updated

NCU reviews student budgets each year to determine current and reasonable expenses to attend NCU. NCU has chosen to use CollegeBoard guidelines, based on data from the most recent Consumer Expenditure Survey (CES) and the Indexes of Comparative Costs, both produced by the U.S. Bureau of Labor Statistics. Because a standardized budget is used, students are not asked to provide receipts to prove expenses. The budget will not be increased unless unusual or exceptional circumstances exist and are approved through a Professional Judgment decision.

A student budget consists of anticipated charges. These charges include average tuition and fees based on degree level, average books and supplies, and an estimated amount for indirect costs. Indirect costs include items such as room and board, transportation, and miscellaneous personal expenses. The institution uses a standardized amount for indirect costs to determine financial aid eligibility.

There are times when students have additional educational expenses based on program requirements. NCU will consider adjustments to cost of attendance in these situations, if requested by a student, on a case-by-case basis.

Costs in the budget include:

- Tuition and fees: The average tuition amount for the loan period is based upon degree level, mandatory fees including a one-time learning management fee, and estimated loan fees
- Books, supplies, transportation and miscellaneous personal expenses; these expenses are based on estimates from CollegeBoard
- Room and board: The standardized amount is based upon the student attending a distance education University; it includes the estimated cost for such things as rent, utilities and food

The budgets for 2017-2018 are:

	Number of Courses in the Loan Period							
	1	2	3	4	5	6(+)	7	8(+)
Undergraduate	\$3,481	\$6,962	\$10,443	\$13,924	\$17,405	\$20,886	\$24,367	\$27,848
Master's and Post-Bachelors Certificates	\$5,270	\$10,540	\$15,810	\$21,080	\$26,350	\$31,620		

Doctoral and Post-Master's Certificates	\$5,915	\$11,830	\$17,745	\$23,660	\$29,575	\$35,490	
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The budgets for 2018-2019 are:

	Number of Courses in the Loan Period							
	1	2	3	4	5	6(+)	7	8(+)
Undergraduate	\$3,721	\$7,442	\$11,163	\$14,884	\$18,605	\$22,326	\$26,047	\$29,768
Masters and Post-Bachelors Certificates	\$5,518	\$11,036	\$16,554	\$22,072	\$27,590	\$33,108		
Doctoral and Post-Masters Certificates	\$6,161	\$12,322	\$18,483	\$24,644	\$30,805	\$36,966		

Budget Restrictions

Certain student categories are restricted with regard to allowable budget components:

Student Category	Restriction(s)
Correspondence students	N/A - NCU is an online education institution and does not offer correspondence courses
Incarcerated students	<ul style="list-style-type: none"> • Are limited in COA determination to tuition and fees, required books, and supplies • Are ineligible for Federal Student Aid (FSA) loans • If in a federal or state penal institution are ineligible for Pell grants
Less-than-half-time students	N/A - All students at NCU are considered full-time.
Active Military Students and Students Receiving Military Tuition Assistance	Active Military students and students receiving military tuition assistance may have reduced budgets to allow for BAH payments and reduced tuition, when applicable.
Employee Voucher	Employees with approved vouchers are charged for tuition - therefore the student's budget may be adjusted to ensure the student does not exceed COA.
Students using Title IV funding concurrently at another institution.	NCU will only award direct cost to student using Title IV funding at another institution.

Budget Appeals

A written appeal can be submitted to the Student Financial Services Team if the student believes they have unusual expenses not reflected in the standard budget. The appeal letter must include a description of the unusual circumstances and in some cases, additional documentation may be required. The Student Financial Services Team will notify the student of the decision.

Awarding/Packaging Financial Aid

The University's institutional packaging philosophy ensures students are awarded aid from the Title IV student financial assistance programs in a consistent and equitable manner. Students are informed of the amount of Title IV aid for which they are eligible. A member from the Financial Aid Office will counsel the student regarding their rights and responsibilities. It is the student's decision to determine the amount of student loan debt they believe is appropriate for them to cover their education costs, which may include direct and indirect costs.

Federal financial aid awards are intended to meet the student's level of financial need. Financial aid recipients who qualify can expect to receive a Pell grant (a grant based on financial need) and scholarships first in order to reduce future loan indebtedness. The Pell grant program is available for students in an undergraduate program if the student meets all other eligibility criteria.

Packaging Overview

The combination of Title IV student financial aid programs offered to a student is referred to as packaging. Students are packaged with federal aid after all required documentation has been received, including an ISIR. An ISIR is accepted for release of payment from Title IV federal student financial aid programs when any conflicting information is resolved, additional information requested by the U.S. Department of Education in the ISIR is provided, and/or when students have completed the verification process.

Title IV federal student financial aid is awarded based on an academic year. For graduate students, the academic year is at least 18 credits and at least 30 instructional weeks. For undergraduate students, the academic year is at least 24 credits and at least 30 instructional weeks.

Estimated Financial Assistance

Outside resources, also known as estimated financial assistance, include private education loans, grants, tuition and fee waivers, scholarships, and fellowships.

Students are encouraged to seek assistance from outside resources. All outside financial assistance must be reported to the Financial Aid Office. All forms of student financial aid, including outside resources, may not exceed the student's direct and indirect costs. Therefore if a student has received an award from the Financial Aid Office and subsequently receives an outside award, an adjustment to the original funding may be necessary.

Federal Grants & Loans

Federal Pell Grants

All undergraduate students are eligible to apply for a Federal Pell Grant before any other source of Title IV aid. The University disburses a Pell Grant based upon an annual award for the academic year according to the student's academic pace.

The student's official Expected Family Contribution (EFC) from a valid Institutional Student Information Report (ISIR) is used in conjunction with the student's cost of attendance to determine the amount of the scheduled award.

There is a Lifetime Eligibility Used (LEU) limit for students eligible for a Pell Grant. If the sum of all Pell Grants received for multiple years equals or exceeds 600% of Pell eligibility for that award year, the student may no longer receive Pell Grant funding. Similarly, a student whose LEU is greater than 500% but less than 600% remains eligible for Pell but will not receive a full award the following year. The amount of Federal Pell Grant funds a student may receive over his lifetime is limited to the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100 percent, the six-year equivalent is 600 %.

Lifetime Eligibility Used (LEU):

The U.S. Department of Education keeps track of a student's LEU by adding together the percentages of the student's Pell Grant scheduled awards received for each award year. When a student is close to the LEU or exceeds the LEU, a comment code will be noted on the SAR.

For NCU undergraduate students, an academic year consists of a minimum of 24 credits and 30 instructional weeks. Within each academic year, there are two payment periods. The student's award for each payment period is calculated as follows:

Scheduled Award X	Credits in Payment Period
	Credits in the student's Borrower-Based Academic Year

When a payment period falls into two different award years, it is referred to as a crossover payment period. The student can be paid from either award year as long as he has a valid ISIR from that award year. If more than six months of a payment period fall within an award year, the payment should be made from that award year. The decision about which award year to use is usually based on the student's remaining eligibility in the earlier award year.

Eligibility for a Pell Grant award is determined using the following calculation:

$$\text{Cost of attendance} - \text{EFC} = \text{student's financial need}$$

Stafford Loans

Students may receive subsidized and unsubsidized Stafford loans, depending on need and eligibility, to meet educational costs at NCU.

Eligibility for a subsidized Stafford loan is based on need. Graduate students are not eligible for subsidized Stafford loans. A student's need is calculated as follows.

$$\text{Cost of attendance} - \text{EFC} - \text{Pell award} - \text{estimated financial assistance} = \text{student's need}$$

Eligibility for an unsubsidized Stafford loan is based on the cost of attendance. Eligibility is calculated as follows:

$$\text{Cost of attendance} - \text{Pell award} - \text{estimated financial assistance} - \text{subsidized Stafford loan} = \text{student's eligibility for unsubsidized Stafford loan}$$

Based on the student's grade level, they may borrow up to the annual maximum loan amounts available. If a student does not qualify for a subsidized Stafford loan, he may qualify to borrow an unsubsidized Stafford loan. For undergraduate programs greater than an academic year in length with a final period of enrollment shorter than an academic year, loan award amounts are prorated according to the following formula:

Annual loan limit X	Credits in Payment Period
	Credits in student's Borrower-Based Academic Year

A graduate student's academic year must be a minimum of 18 credits and 30 instructional weeks. Graduate loan awards are not prorated for less than an Award Year.

Note that an unsubsidized Stafford loan can be used to offset all or part of the EFC.

First-time borrower's eligibility for Direct Subsidized Stafford loans may not exceed 150% of the length of the borrower's educational program. Under certain circumstances, first-time borrowers who exceed the 150% limit lose the interest subsidy on their subsidized loans.

PLUS Loans

A parent of a dependent student may request up to the student's cost of attendance less any estimated financial assistance in the form of a PLUS loan.

A student or parent who owes a repayment on a Federal Student Aid award or is in default on a federal student loan is not eligible for additional federal student aid.

Award Package Notification and Appeals

Students receive notice of their financial aid awards via an award letter. Students are also informed of their right to make changes and the process for requesting changes in the financial aid package.

A student may request a change to the award by the later of the first day of the payment period or 14 days after the student is notified of the award. The student may make changes to the offered amounts by contacting the Financial Aid Office.

Students who wish to appeal an awarded amount may do so by contacting the Financial Aid Office. The student's request must meet the requirements for a Professional Judgment, and the student must follow the Professional Judgment process.

NCU does not disburse the loan until the borrower is notified of the proposed loan package and the time given to respond, 14 days, has elapsed. The borrower only needs to take action if he/she wants to decline the loan or make adjustments to the amount of the loan.

Award Revisions

Once an award letter has been issued to a student, an appeal or other circumstance may require a change to the original notification. The Financial Aid Office reviews a student's circumstances, makes an adjustment to the award, and sends a revised award letter as soon as possible. The revised award letter supersedes the original award notice, which is then no longer valid.

The Financial Aid Office will routinely consider a revision in a student's aid package when any of the following occurs:

- There is conflicting information in the file
- There are changes resulting from verification
- An error has been made by the Financial Aid team member
- There is a change to the student course schedule

- Additional funding has been identified

Overawards

An overaward occurs when the student's disbursed financial aid (federal, institutional, and outside aid) and other resources exceed the cost of attendance for the award period. There are several possible reasons why overawards occur:

- The student has additional resources greater than those used to calculate the award
- The Financial Aid Office has inadvertently made an error

In addition, the student may have intentionally deceived or misrepresented information in order to obtain funds. If a determination is made that an overaward has occurred because of fraud, the Financial Aid Office will report the suspected fraud to the Office of Inspector General of the U.S. Department of Education. Before reducing an aid package because of an overaward, the Financial Aid Office attempts to eliminate the overaward by:

- Increasing the student's budget using allowable expenses, or
- Adjusting the EFC or
- Adjusting undisbursed funds for the current payment period (all undisbursed financial aid funds are adjusted in the case of an overaward)

If eliminating the over award is not possible, the Financial Aid Office reduces aid in the next payment period and requests that the student be billed for any remaining amount due.

Professional Judgement

The Director of Student and Financial Services has the authority to exercise professional judgment based upon unusual and special circumstances on a case-by-case basis.

Professional Judgement Criteria & Process

Circumstances That May Justify a Professional Judgment

Professional judgment is an opportunity for the parent, student, or the University to account for exceptions in certain areas that might allow more financial aid eligibility. The goal of Professional Judgment is to consider whether current circumstances are hindering a student from receiving adequate financial assistance.

Following are some examples of reasons for which a student and/or parent may request a Professional Judgment, but these are not the only reasons why Professional Judgment may be appropriate:

- Job loss or income reduction
- Illness or death of a spouse
- Medical and dental expenses not covered by insurance
- Unusually high child/dependent care expenses
- Parents enrolled in college
- Elementary and secondary school tuition
- Early distribution from retirement plans
- Loss of benefit
- Roth IRA rollovers
- Male students who failed to register for Selective Service
- Dependency override

Limits on the use of Professional Judgment

Professional Judgment may not be used to modify the EFC formula tables used in the EFC calculation.

Processing Requests for Professional Judgment

Students are required to submit a request for Professional Judgment review to the Financial Aid Office.

All requests for the use of Professional Judgment are considered on a case-by-case basis and documented in detail in the student's file. If an adjustment is made, documentation includes the reason for the adjustment and how it relates to the special circumstances that have arisen.

Professional Judgment may be applied to adjust either the cost of attendance in the student budget or a data element in the ISIR. If the data element in the ISIR is adjusted, the University will use the resulting EFC consistently for all federal student aid funds awarded to undergraduate students.

An aid administrator's decision regarding adjustments is final and cannot be appealed.

Disbursement Process

Definition of Disbursement and Disbursement Methods

Federal student aid funds are considered disbursed when they are credited to a student's account.

Academic Year Definitions:

- Undergraduate Academic Year – 24 semester credits and at least 30 instructional weeks
- Graduate Academic Year – 18 semester credits and at least 30 instructional weeks

Payment Period Definitions:

- Undergraduate Payment Period – 12 semester credits and at least 15 instructional weeks
- Graduate Payment Period – 9 semester credits and at least 15 Instructional weeks

An academic year consists of two payment periods. Each payment period is half of the credits and half of the weeks within the academic year. Students must complete both the credits and the weeks in the payment period to be considered to have completed the payment period.

Loan funds awarded for the academic year are equally awarded for each payment period. Pell Grant funds are awarded for each payment period within the Award Year.

Students must be making Satisfactory Academic Progress and all required documents must have been submitted to the Financial Aid Office before any disbursement can be made. The University reserves the right to make multiple disbursements within each payment period to align with the timing of charges being assessed.

Tuition and fees are charged to the account after the seven day drop/add period and for which they have demonstrated participation in the course. More than one course may be taken at the same time, and therefore charges are accrued simultaneously.

Students must complete ½ of the semester credits AND ½ of the instructional weeks in the academic year before a subsequent payment period's disbursement of aid can be credited to their account.

Responsibility for Disbursement of Funds

Federal regulations require a clear and distinct separation of functions between the student Financial Aid Office and the Accounting Department.

The Financial Aid Office ensures the accurate and appropriate awarding of aid. The Financial Aid Office also verifies the student's eligibility and enrollment status at the time of disbursement. The results of the review are then forwarded to the Accounting Department for funds to be either credited to the student's account or returned to the funding program.

The Accounting Department has the responsibility for disbursing and posting loan, grant, and scholarship funds to the appropriate student's account. The Accounting Department credits the student's account within three business days of receipt of the funds.

Disbursement Eligibility

To be eligible for the first disbursement of financial aid, a student must:

- Complete Federal Direct Loan Entrance Counseling (this only applies to first time borrowers who are also first time students)
- Complete Federal Direct Loan Master Promissory Note(s)
- Agree to be responsible for charges and to begin participation in the first course of the payment period
- Not owe a previous balance to NCU that exceeds \$200*

*A student may authorize the University to pay up to \$200 in previous charges.

Late Disbursements

Generally, if funds are received after the end of the loan or Pell period, if a student has withdrawn after completing more than 60% of the academic year half, or if the student has graduated, the student may be eligible for a late disbursement. Student eligibility for a late disbursement is contingent on the following:

Stafford Loans and PLUS/Grad PLUS Loans:

- The loan must be originated on or before the end of the loan period or graduation date
- The student must meet all other eligibility criteria (i.e., Satisfactory Academic Progress (SAP), started the loan period within 30 days, completed prior academic year, met admission criteria, and so on)
- The disbursement must be made within 180 days after the date the student becomes ineligible
- If there is a withdrawal date in the AY, the student may be eligible for a late disbursement if he or she has successfully completed the period for which the loan was intended

Grants:

- A valid ISIR for the award year has been received prior to the student's withdrawal date, or the Department of Education's ISIR deadline dates, whichever is earlier
- The student has met all other eligibility criteria (i.e. SAP, completed prior academic year credits, met admission criteria, and so on)

- The disbursement must be made by the Department of Education's payment deadlines for the given award year or within 45 days after the date NCU determined that the student withdrew, whichever is earlier
- If there is a withdrawal date in the AY and the student has completed more than 60% of the academic year half, the student may be eligible for a late disbursement
- If there is no withdrawal date in the academic year or the student has graduated, the student may be paid retroactively for any completed payment periods subject to the above stated deadlines

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- If there is a withdrawal date in the AY and the student has completed more than 60% of the academic year half, the student may be eligible for a late disbursement
- If there is no withdrawal date in the academic year or the student has graduated, the student may be paid retroactively for any completed payment periods subject to the above stated deadlines

Additional Disbursement Information

Loan Disbursement Notification

Students and parents (if applicable) are notified of the amount of Title IV loan funds they can expect to receive. The notification outlines the type of loan (such as Subsidized or Unsubsidized), the disbursement date, and the amount. Students and parents are notified in writing of the date and the amount of the disbursement no earlier than 30 days before or no later than 7 days after crediting the student's account. The notice explains the borrower's right to cancel all or a portion of the disbursement and the procedures for doing so.

Student/Parent Authorizations

NCU uses federal student aid funds to cover current year outstanding charges for tuition and fees. NCU obtains authorization from a student (or parent borrower) to carry out the following activities:

- Use federal Title IV aid funds to pay for allowable educationally related charges other than tuition and fees (if applicable)
- Apply federal Title IV aid funds to minor prior-year charges that total no more than \$200

The authorization from a student allows NCU to carry out the activities for which authorization is provided for the entire period that the student is enrolled at the University. The student may cancel or modify the authorization at any time.

Credit Balances

The University disburses funds within 14 days after the Federal Student Aid (FSA) credit balance occurs.

Return of Title IV Funds

Title IV funds are awarded to a student under the assumption the student will attend NCU during the entire period for which the assistance was awarded.

When a student does not complete the period of enrollment in which the student is currently enrolled or if the student ceases to participate in a course for more than 28 consecutive days, the University is required to determine whether any Title IV funds must be returned to the federal student aid (FSA) programs. The percentage of earned and unearned portions of Title IV aid is calculated based upon the scheduled number of days in the period of enrollment and the date either in which the student withdrew from the University or when the student ceased participating in their course work for more than 28 consecutive days. For purposes of determining the percentage of Title IV aid earned, the date of withdrawal is determined to be the last date the student participated in a course. For students who have ceased participating in their course for more than 28 consecutive days, the University will record in the Return of Title IV calculation worksheet, as the date of determination, the 14th day after the last date the student participated in an academic-related activity.

As mandated by the U.S. Department of Education (ED), the Return of Title IV calculation determines what portion of Title IV funds, whether disbursed or could have been disbursed, that can be used to pay institutional and non-institutional charges.

For students subject to a Return of Title IV calculation, the calculation accounts for the initial charges that are assessed for the period of enrollment. Initial charges may only be adjusted by those changes NCU makes prior to the student's withdrawal (for example, dropping a course unrelated to a withdrawal).

The following Title IV aid programs in which NCU participates are covered in the Return of Title IV calculation and are referred to as the Title IV aid programs:

- Federal Pell Grant
- Direct Stafford loan
- Direct PLUS loan
- Grad PLUS loan

If the calculation results in the return of funds, those funds will be returned first to the federal loan programs. If the remaining amount exceeds the amount of the loan disbursements, the remaining amount will be returned to the federal grant programs. The order, in which Title IV aid is returned, if required, is as follows:

Title IV Return Process

Order of Distribution

When the Return of Title IV calculation is complete, NCU returns any unearned aid to the following sources, in the following order of distribution, up to the total net amount disbursed from each source:

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. PLUS (Graduate Student)
4. PLUS (Parent)
5. Pell Grant

Withdrawal Date

NCU determines when a student ceases to attend the institution. Determination occurs when:

- a student notifies NCU of his intent to withdraw;
- the institution dismisses or administratively withdraws the student;
- the student ceases attending the institution;
- a student fails to return from an approved Leave of Absence (LOA)

When a student fails to return from an approved LOA, the withdrawal date is the last date the student performed an academic-related activity.

Date of Determination (DOD)

For all students who have ceased participating in their course for more than 28 consecutive days, or officially withdrawn from enrollment, the University will record in the Return to Title IV calculation worksheet, the 14th day after the last date the student participated in the course, or the date the student requested to withdraw, for the DOD. For students who do not return from their LOA and do not notify the University, the date of determination is the last date of the student's LOA. For students on an approved LOA who do provide notification of their intent to not return, the DOD is the date the student notified the University that they would not be returning. For all students subject to a return, federal funds will be returned within 45 days from the DOD.

When a student ceases attending the institution, the withdrawal date is the last date the student performed an academic-related activity. The date of determination is:

- the date the student notified the University of their intent to withdraw;
- the date the University dismissed or administratively withdraws the student;
- the end date of an approved LOA;
- 14 days after the student's last date of attendance

The withdrawal process begins on the date of determination.

From the date of determination, NCU makes no further disbursements of Title IV aid and holds any credit balances due the student until the Return of Title IV calculation is completed. NCU returns funds within 45 days of the date of determination. The exception to this rule is if the student or parent (dependent student) is eligible for a post withdrawal disbursement of funds earned but not disbursed.

Calculation for the Return of Title IV Funds

The University performs all Return to Title IV calculations in a manner consistent with the rules and guidelines provided by ED.

Percent of Aid Earned - The percent of Title IV aid funds earned is based on the following formula:

Calendar days completed in the period of enrollment divided by the total calendar days scheduled in the period of enrollment, excluding days when the student was on an approved leave of absence or a regularly scheduled break of five or more consecutive days.

If the result (percentage of aid earned) is greater than 60 percent, then 100 percent of the Title IV aid funds disbursed, or that could have been disbursed, are considered earned, and funds need not be returned to the Title IV federal financial aid programs.

Dollar Amount of Aid Earned - If the Percent of Aid Earned is 60 percent or less, a return to the Title IV aid programs may be required and NCU must determine the dollar amount of aid earned. The amount of Title IV aid funds earned is determined based on the following formula:

Percent of aid earned multiplied by the amount of aid disbursed and any aid that could have been disbursed during the period of enrollment.

Institutional Charges

Institutional charges are used to determine the portion of unearned Title IV aid that the school is responsible for returning. Institutional charges do not affect the amount of Title IV aid a student earns when he or she withdraws as per Step Three of the calculation. The institutional charges in the calculation are the charges that were initially assessed, or would be assessed, to the student for courses started within the period of enrollment.

Amount to be Returned

A comparison is performed to determine the amount of Title IV aid that must be returned to the federal aid programs. A comparison is made between two calculations and the lesser amount is the amount of unearned Title IV aid that must be returned to the federal student aid programs. These are the two calculations:

- A. The amount of Title IV aid earned is subtracted from the Title IV aid disbursed in the period of enrollment. This is the amount of Title IV aid that must be returned.
- B. The institutional charges for the period of enrollment are multiplied by the percentage of unearned Title IV aid calculated.

The University notifies the student via email regarding the funds that have been returned on their behalf. The Direct Loan Servicing Centers are informed of the student's date of withdrawal.

The amount of unearned Title IV funds the University must return when the student completes 60 percent or less of the period of enrollment is determined in the calculation. The amount of Title IV funds returned by the University reduces the student's outstanding Title IV student loan balance.

Post-Withdrawal Disbursement

A post-withdrawal disbursement (PWD) may occur required when the Dollar Amount of Aid Earned is greater than the amount disbursed. The amount for the PWD is determined by this formula:

The Dollar Amount of Aid Earned – (minus) the total Title IV aid disbursed for the period of enrollment.

If the amount is greater than zero, a PWD can be made if all other requirements are met.

The University sends eligible students an offer letter for any amount of a PWD that is not credited to the student's account within 30 days of the DOD. The offer letter will include:

- Fund source and amount of Title IV aid funds that make up the PWD
- Fund source and amount of Title IV aid funds that have been credited to the student's account
- An explanation that the student or parent may accept or decline some or all of the PWD that is not credited to the student's account
- An explanation that informs the student or parent that no PWD will be made if the student or parent does not respond within 14 calendar days of the letter date
- Instructions that the student or parent must submit the response in writing directly to the Student and Financial Services (S&FS) team by either e-mail or fax.

Post-Withdrawal Grant funds are always processed and made available before loan funds. Grant Funds are disbursed directly to the student account within 45 days of the date of determination.

NCU disburses loan funds within 180 calendar days of the DOD. The amount the student is eligible for is determined at the time of the return calculation, and the amount of the Post-Withdrawal Disbursement may be less than the full eligibility amount if the student or parent accepts less than the total amount.

The student, or parent to whom a PLUS loan has been made, must accept the loan PWD offer within 30 days of the date of the offer letter. However, if the student (or parent/borrower on a PLUS loan) returns an accepted offer letter after 14 calendar days but within 180 days of the date of determination, the S&FS team will disburse funds.

Academic & University Policies

Educational Materials and Resources

Appropriate course materials, course syllabi, and course outlines are used for each course. Required course materials are indicated in the course syllabus by title, author, publisher, and ISBN. Students that opt out of the Course Materials Fee (CMF) are responsible for purchasing course materials identified in the syllabus they are issued for each course. Students that opt in to the CMF will have materials provided for them. Note: required course materials, textbooks, or other readings are not eligible for interlibrary loan in the Library.

It is students' responsibility to make sure they purchase the primary course materials if they opt out of the CMF and/or other textbook(s) and resources required in the syllabus the student is issued. Students must determine from their syllabus what course materials are required. NCU may have more than one version of a particular syllabus issued to students. NCU is not responsible for student purchases of course materials that do not match assigned syllabi.

NCU's online textbook supplier is RedShelf. Students having difficulty finding required textbooks and course materials may contact his or her Academic and Finance Advisor or email bookstore@ncu.edu for assistance.

Program, Course Start Date

The program start date is the start date of the first course in the student's program. Courses are available to begin on Monday of each week.

Once a student is registered for a course, the start date may not be moved. To start the course at a later time, the student must drop the course and re-register. Compliance with the Attendance policy is mandatory regardless of any courses dropped or added.

The University recommends students request courses 14 days in advance to allow sufficient time before the course start for delivery of course materials. Students may contact their Academic and Finance Advisor for assistance in determining the latest date they may start a course without violating the Attendance policy.

Coursework may not be submitted until the course start date.

Faculty Assignment Disclosure Policy

NCU makes every effort to recruit the highest caliber of faculty available in their field of scholarship and assesses on a regular basis the standard of instruction provided by each individual faculty member. When enrolling for a course, students will be assigned an appropriate faculty member from the pool of instructors available; and a choice of instructor will not usually be possible. Similarly, faculty teaching research courses and acting as Chair of a Dissertation Committee will be decided by School Deans on the basis of appropriate qualifications and availability; however, in this circumstance, students are encouraged to approach faculty whom they would like to have serve on their Dissertation Committee and they to make requests for such assignments through their Academic and Finance Advisor. In these situations, students may express preferences for particular faculty members by consulting with their Academic and Finance Advisor, but the University has final authority over all teaching assignments.

Add/Drop Period

Students may add, cancel or withdraw from a course at any time. To cancel or withdraw from a course, students can contact their Academic and Finance Advisor at learnerservices@ncu.edu or call (888) 628-6904. Cancellation or Withdrawal will be effective on the date that the notice is received.

If a student wishes to add a course outside of the prescribed degree plan, they will take the course as a non-degree seeking student.

Students who withdraw from a course are subject to the refund policy outlined in the Course Catalog and are responsible for repaying loans obtained plus interest, less the amount of any refund due under the refund policy.

Dropping a Course

Courses dropped during the first seven days of the course session will be issued a "DR" grade. Dropped courses will not be counted in the units attempted unless a student has posted attendance [in accordance with the University's Attendance policy] during the first seven days of the course.

A student may not receive more than three "DR" grades with attendance per degree program.

NOTE: Students begin earning Federal Student Aid (FSA) funds on their first day of attendance. Students may be eligible to receive a post-withdrawal/post-drop disbursement of the FSA funds earned but not yet received. To minimize the potential abuse of FSA funds, the University limits the number of "DR" grades with attendance a student can receive to a maximum of three per program.

Students who exceed the maximum number of DR grade with attendance may be administratively withdrawn from their program and prevented from registering for the next course until they have explained the reason for the multiple "DR" grades with attendance. It is then at the discretion of the University if the student will be allowed to continue in the program.

Once a student is registered for a course, the start date may not be moved. To start the course at a later time, the student must drop the course and re-register.

Students who discontinue a course after the seven-day drop period are subject to the Withdrawal Policy.

Refunds of tuition for a dropped course will be made as described in the Financial Policies section of the catalog.

Attendance Requirements

NCU requires students to be in attendance at least once every 28 calendar days from the last date of attendance.

When doctoral candidates are not actively enrolled in a course, they have limited communication with NCU support staff and may not engage in certain activities related to their research. Specifically, doctoral candidates must be actively enrolled in a course to have contact with their dissertation chair. Doctoral candidates must also be actively enrolled in a course in order to perform data collection or have any contact with their human subjects if their Institutional Review Board (IRB) application has been approved.

Academic-Related Activities

Academic-Related Activities (ARAs) are used to determine a student's official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. Academic-Related activities may include, but are not limited to:

- Uploading or completing an assignment (e.g., paper, project) in an online course
- Course related online quizzes
- Accessing academically related online content within or related to an online course
- Participating in the Discussion Forum section of an online course (e.g., commenting on a discussion question posted by the faculty member, providing feedback to another student), provided that the discussion is related to the course content

NOTE: Academic-related activities must be posted to an online course no later than Sunday at 11:59 P.M. Arizona time each week. See Grading Policies & Procedures for additional details on assignment deadlines.

Continuous Enrollment

To comply with continuous enrollment, all students must earn attendance at least once every 28 consecutive calendar days. Students who fall out of continuous enrollment will be administratively withdrawn from the University on the 29th day after their actual last date of attendance.

Student and Financial Services is responsible for monitoring continuous enrollment for each student and for deleting scheduled courses when students fall out of continuous enrollment.

Enrollment Status

The University recognizes the following program-level enrollment statuses:

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for his/her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on academic- related activities does not exceed 28 consecutive days.

Active Less Than Half-Time	L	The student's required academic workload for his/her program amounts to less than 6 credits for an academic year, as determined by the institution, or the student is on administrative leave.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA)
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative.
Graduated	G	The student has completed all program requirements and degree is conferred.

Semester Credit Hours

NCU awards credit earned based on semester credits. Most courses carry 3 semester credits. It is expected that a student taking a 3-credit course will need to spend approximately 135-144 hours on learning experiences such as reading and study; research; faculty-student interaction; demonstration of defined learning outcomes through assignments, papers and projects; examinations; and assessment of performance.

Student Workload

Active students enrolled in undergraduate courses may take a maximum of 12 credits at a time without Dean approval. Undergraduate students requesting to take more than 12 credits simultaneously must be approved by their school Dean.

Active students enrolled in graduate courses may take a maximum of 6 credits at a time without Dean approval. Graduate students requesting to take more than 6 credits simultaneously must be approved by their school Dean.

Grades

The University awards letter grades in recognition for academic performance in each course. Grade points are assigned to each academic performance grade, with the exception of S, U, R, and RD grades, and are used to calculate a Grade Point Average (GPA) for each student.

Academic Performance Grade Scale

Grades are based on the faculty member's academic judgment that the student has demonstrated a specified level of performance based on objective and subjective evaluations such as papers, presentations, assignments, examinations, projects, and discussions. Students are graded according to their individual performance in the course and not on a curve. Students are not compared with each other to determine a grade or performance ranking. Criteria for awarding grades for achievement may include, but are not limited to the following:

- Preparation of assignments, including accuracy, legibility and promptness;
- Contribution to faculty member-student discussions;
- Demonstrated understanding of concepts on exams, papers, assignments, etc.;

- Application of skills and principles to new and real-life situations;
- Organization, presentation, and professionalism of written and oral reports;
- Originality and reasoning ability demonstrated in working through assignments; and
- Meeting minimum standards for all rubric criteria on the required deliverable

Grade points are assigned to academic performance grades as indicated and are used to calculate a Cumulative Grade Point Average (CGPA) for each student:

All Courses	Undergraduate Courses Only
A = 4.00	C- = 1.66
A- = 3.66	D+ = 1.33
B+ = 3.33	D = 1.00
B = 3.00	
B- = 2.66	
C+ = 2.33	
C = 2.00	
F = 0.00	
S = N/A	
U = N/A	

NOTE:

- S (Satisfactory) denotes satisfactory progress in a course but does not contribute to the calculation of GPA
- U (Unsatisfactory) denotes unsatisfactory progress in a course but does not contribute to the calculation of GPA

Grading Policies & Procedures

Minimum Grade Requirements

The University considers the following to be the minimum passing grade by course-level:

Undergraduate	D = 1.00
Graduate	C = 2.00

Doctoral Sequence (CMP9000 to CMP9599 and DIS9000 to DIS9599)	S = N/A
Doctoral Sequence (CMP-9600+ and DIS-9901A+)	B = 3.00

NOTE: Doctoral students are required to have a minimum of a 3.0 GPA before entering into CMP courses (comprehensive exam, assessment, portfolio, or prospectus).

Students earning a grade below the minimum must repeat the course or take an alternate course as described below (refer to Repeating Grades, Repeating Doctoral Sequence Courses, and Unsatisfactory Grades for Doctoral Students).

Assignment Deadlines & Final Course Grades

Course policies and procedures regarding the submission of assignments and late submissions are published in all course syllabi. Assignments submitted after the course end date will not be graded and calculated in the final grade for the course.

Assignment Submission and Return

The Academic Week at NCU begins on Monday and ends the following Sunday night at 11:59 p.m. Arizona time. Assignment due dates are mandatory. Coursework may not be submitted before a course start date. Faculty who receive work before a course start date should return the work with an explanation of the submission policy. Each assignment's due date must be met. In addition, coursework should not be accepted after the course end date and/or approved course extension end date. Faculty are expected to review and return assignment feedback in a timely manner. The recommended assignment response times vary by program-level and course deliverables:

- Undergraduate and Graduate content course assignments = 4 days
- Doctoral Comprehensive Exams/Portfolio/Prospectus = 14 days
- Dissertation Courses = 7-14 days (see dissertation handbook for additional information)

Incomplete Grades

Incomplete grade requests are student-initiated requests to extend a course. Students may request a maximum of one incomplete grade extension per course when an unforeseen circumstance impacts their ability to complete a course by the scheduled course end date. To request an incomplete grade extension, students must submit the completed Incomplete Grade form in NCUOne to their faculty member for review prior to the course end date. Faculty may approve requests at their discretion and should consider the eligibility requirements listed on the Incomplete Grade form when rendering a decision. Incomplete grade request decisions are final and cannot be appealed.

NOTE: The following Doctoral courses are not eligible for an incomplete grade extension:

- CMP course prefixes
- DIS9000 to DIS9599
- DIS-990XA, B and C

Repeating Undergraduate & Graduate Content Courses

When an undergraduate or graduate content course has been repeated, the credit used in computing the grade point average is the grade and credit hours earned the last time the repeated course was taken. When a course is repeated, the original course grade will be changed to an "R" (retaken). Some courses may not be eligible for an "R" grade; students should work with their Academic and Finance Advisor to determine course repeat eligibility.

If an alternate course is taken to meet degree requirements for a non-passing course, the grade for both the alternate course and the non-passing course will appear on the student's transcript and both grades will be used in computing the cumulative GPA.

Students will be required to pay tuition for repeated or alternate courses.

NOTE: Content courses may only be repeated once without prior approval from the Dean or the Program Chair. A denial of a third attempt of a required course or a third failed grade in any course listed on a student's degree plan as required for graduation will lead to dismissal.

Exception: Passing grades earned in graduate-level courses that are completed as part of a conferred NCU undergraduate degree will not change to an "R" grade if they need to be retaken to satisfy the minimum grade requirements in an NCU Master's degree program.

Maximum "R" Grade Policy

A student may utilize the "R" grade a maximum of five times in their current program (as defined by the Readmission Policy). If a student retakes a course after they have earned five "R" grades, the original grade and the grade earned during the retake will both appear on the transcript and be used to calculate GPA.

Unsatisfactory Grades for Doctoral Sequence Courses

CMP Courses

CMP9000- CMP9599	Students who receive a "U" grade in a CMP-9000 through CMP-9599 course must repeat the course. Students who receive three "U" grades in the CMP9000 through CMP9599 course will be subject to dismissal from the University.
CMP-9600- CMP-9799	Students who earn a non-passing grade in a CMP-9600 through CMP-9799 course must repeat the course. Students who earn three non-passing grade in the CMP-9600 through CMP-9799 course will be subject to dismissal from the University.

DIS Courses

DIS9000- DIS9599	Students who receive a third "U" grade in a DIS9000 through DIS9599 course is subject to dismissal from the University. This applies to <i>any combination</i> of three "U" grades in the DIS9000-DIS9599 course sequence, whether the three grades are received in the same course or a different course.
DIS-9901A- DIS-9904D	Students who are unable to earn a minimum passing grade of "B" or better by the fourth course within a dissertation block (DIS-990XA, DIS-990XB, DIS-990XC, and DIS-990XD) are subject to dismissal from the University.

Repeating Doctoral Sequence Courses

Students enrolled in course codes CMP-9600 through CMP-9799 and DIS-9901A through DIS-9904D may be eligible to earn a Repeated Doctoral Sequence ("RD") grade for courses that were originally completed with a non-passing grade if subsequent attempts are completed with a "B" or better. Courses awarded an "RD" grade will not be used in GPA calculations. Some courses may not be eligible for an "RD" grade; students should work with their Academic and Finance Advisor to determine Doctoral Sequence course repeat eligibility.

NOTE: A dissertation block consists of a 12-week dissertation course (DIS-990XA) and three, 8-week supplemental courses (DIS-990XB and DIS-990XD). For non-passing grade(s) to be replaced, students must successfully complete the dissertation block with a grade of "B" or better by the end of the third supplemental dissertation course (DIS-990XD). Students who earn a non-passing grade in a dissertation block will be automatically scheduled and accepted into the appropriate supplemental course without a break in scheduling to ensure that students remain in continuous enrollment throughout the doctoral sequence.

Maximum "RD" Grade Policy for Doctoral Sequence Courses

A student may utilize the "RD" grade a maximum of fourteen times during the Doctoral Sequence (CMP-9600+ and DIS-9901A+). Dean permission is needed prior to attempting the CMP course for a third and final time. During the dissertation block, a student will be allowed a maximum of three "RD" grades per dissertation block.

Administrative Course Codes

Administrative course codes do not contribute to GPA calculation.

Code	Explanation
DR (Dropped)	<p>This course code is assigned when a student cancels his/her participation in a course during the first seven days of a course session. Dropped courses only appear on the student's transcript when the student has posted attendance [as defined by the University's Attendance policy] in a course prior to dropping the course on or before the seventh day. Students dropping a course are eligible for a full or partial refund in accordance with the University's refund policy.</p> <p>NOTE: Courses where attendance was posted that received a DR grade will have an asterisk next to them in the student portal.</p>
EXT (Extension)	<p>An EXT may be granted in rare extenuating circumstances. If a grade has been posted, once an extension is approved, the EXT code can replace that grade until a final grade is determined. An EXT is used for administrative purposes only and will be replaced by the final grade.</p>
I (Incomplete) Grade	<p>An "I" grade is assigned when a faculty member grants a student an incomplete grade extension. "I" grades are used for administrative purposes only and will be replaced with a final academic letter grade once the incomplete extension period ends.</p>
NG (No Grade)	<p>The Offices of the Provost or The Office of the Registrar authorizes use of this code to indicate a student has been allowed to drop a course without academic penalty after the official 7-day drop period. An NG remains permanently on Northcentral records but does not appear on the student's transcript. An NG may be granted in rare extenuating circumstances.</p> <p>Reasons for granting an NG code and the name of the approving party must be fully documented in the student journal and on the NG Grade Form, which is retained in student records.</p>

R (Retaken)	An "R" grade is indicated on the transcript when the student repeats an undergraduate or graduate content course and the original grade awarded has been superseded by the later grade (see exceptions listed under Repeating Courses).
RD (Repeated Doctoral Sequence)	An "RD" grade is indicated on the transcript when the student earns a non-passing grade in CMP9600+ or a dissertation block course (DIS-990XA, DIS-990XD) and repeats the CMP course or completes the subsequent course within the same dissertation block with a grade of "B" or better (see Repeating Doctoral Sequence Courses).
W (Withdrawal)	<p>The student has canceled participation in the course after the 7-day drop period but prior to completing 71% of the course duration. Contact your Student and Finance advisor on information for the last date to cancel and receive a "W" rather than a letter grade for each course.</p> <p>A withdrawal may only be granted <u>after</u> the first 71% of the course duration if the student has a passing status in the course and the School Dean has given approval. A student may not withdraw from a course after the faculty member has submitted a grade or after the course end date.</p> <p>Students must send requests to withdraw from a course to his/her Academic and Finance Advisor. No refunds are given when students withdraw on or after the 8th days of a course. If the student elects to repeat the course, full tuition for the retaken course will be charged.</p>
WL (Withdrawal Military Leave)	"WL" indicates that a student has taken a Leave of Absence due to Military Deployment before the course end date. Students returning from a Military Leave of Absence may continue in the course where left off without paying course tuition again. When completed, the "WL" will be replaced by the final academic performance grade.

Grade Appeals

Students and faculty are encouraged to proactively communicate to address any grading questions or concerns while the course is still in session however, a final course grade may be appealed if:

- A computational error was made in the calculation of a course or assignment grade
- Documented active military duty, which resulted in an inability to continue in the course or program
- Documented personal or family medical emergency
 - Students should first notify Disabilities Services and provide documentation to the appropriate personnel
- Documented act of nature (e.g., hurricane, wildfires, etc.)
- Documented death in the family
- Documented temporary severe economic hardship

NOTE: Family is defined as including husband, wife, domestic partner, grandparent, grandchild, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, (step/adoptive) mother, (step/adoptive) father, (step/adoptive) brother, (step/adoptive) sister, and (step/adoptive) child.

The final grade appeal process is not designed to accommodate issues such as, but not limited to:

- Time management concerns
- Submission of an assignment after the course end date has passed
- IT or technology related issues

- Job demands

Below is additional information on the grade appeal procedure:

Grade Appeal Procedure

Appeals must be submitted, along with supporting documentation, through the online Grade Appeal form located in NCUOne, no more than 10 calendar days after the final course grade has posted. All appeals are reviewed by the applicable School Dean or designee. The appeal decision made under the authority of the Dean or designee is final.

Responsibility	Action
Student	<ol style="list-style-type: none"> 1. Discuss grade concerns with faculty member in order to resolve discrepancy. 2. If the issue is not resolved, submit online Grade Appeal request and supporting documentation no more than 10 calendar days after the final course grade has posted
Faculty Member	<ol style="list-style-type: none"> 3. Respond to online Grade Appeal request within five (5) business days of receipt.
Dean (or Designee)	<ol style="list-style-type: none"> 4. Review online Grade Appeal requests and render a final decision on the grade within five (5) business days after receiving the faculty response. <p>NOTE - If the faculty member does not respond within their allotted time, the Dean or designee will render a final decision without a faculty response.</p>

Exception - If a student is unable to access the online Grade Appeal request, they should contact their assigned Academic and Finance Advisor for instructions on how to submit a paper Grade Appeal form. See above table for timeframes for submission, faculty response, and Dean's final decision.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the standard by which NCU measures students' progress toward completion of a degree or certificate program. The three components of SAP are Grade Point Average (GPA), Course Completion Rate (pace), and Maximum Timeframe. If, at any time, a student is not meeting the minimum requirements for SAP, he/she receives an email notification in *NCUOne* as well as an email to the address on file. However, it is ultimately the student's responsibility to know these requirements, and failure to receive notification does not nullify the SAP status.

SAP Procedures

SAP Component Definitions

Program Grade Point Average (GPA) - A Cumulative Program GPA is calculated using only grades earned at the University for the student's current program of study. The minimum GPA requirement for undergraduate students is 2.0. The minimum GPA requirement for graduate students is 3.0.

Course Completion Rate (Pace) - Students must earn a passing grade in two-thirds or no less than 66.66% of the course credit hours attempted toward completion of their program of study. The Course Completion Rate is calculated by dividing the cumulative number of credit hours successfully completed by the cumulative number of credit hours attempted. All courses count as attempted except for drops and withdrawals for Military Leave of Absence ("WL" grade). Only courses for which the student receives a passing grade count as completed.

SAP Maximum Timeframe -The SAP Maximum Timeframe to complete a program cannot exceed 150% of the published length of the student's active program and is measured in credit hours. For example, if an undergraduate program consists of 120 credit hours, the student must successfully complete the program after attempting no more than 180 credit hours. See the table below.

Maximum Timeframe resets for SAP only if there has been a substantial change in program. Refer to the substantial change definition in the Readmission policy for more information. A SAP Appeal will need to be filed for all program extensions when it has been determined that a student cannot complete his or her program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program.

Program Type	Course Completion Rate	Minimum GPA	SAP Maximum Timeframe
Bachelor's Degrees- 120 credit hours	No less than 66.66% of total course credit hours attempted	2.0	180 attempted credit hours
Post-Baccalaureate Certificate -12 credit hours	No less than 66.66% of total course credit hours attempted	3.0	18 attempted credit hours
Master's Degrees - 30 credit hours	No less than 66.66% of total course credit hours attempted	3.0	45 attempted credit hours
Master's Degrees - 36 credit hours	No less than 66.66% of total course credit hours attempted	3.0	54 attempted credit hours
Post-Master's Certificate -18 credit hours	No less than 66.66% of total course credit hours attempted	3.0	27 attempted credit hours
Education Specialist (EdS) -33 credit hours	No less than 66.66% of total course credit hours attempted	3.0	49.5 attempted credit hours
Doctoral - 54 credits hours	No less than 66.66% of total course credit hours attempted	3.0	81 attempted credit hours
Doctoral - 60 credit hours	No less than 66.66% of total course credit hours attempted	3.0	90 attempted credit hours

Treatment of Courses and Credits

Course Repetitions - Only the most recent grade for a repeated course is counted in the Program GPA. All attempted courses are counted toward the Course Completion Rate and the SAP Maximum Timeframe for program completion.

Dropped Courses - Courses dropped before the end of the drop period are not included in SAP calculations. Courses from which the student withdraws due to an approved Military Leave of Absence or for which an "NG" (No Grade) is granted are treated as dropped courses and are also excluded from SAP calculations.

Applied/Migrated Credits Within the University - All credits earned at NCU that are accepted into the student's current program of study are considered as both attempted and completed credits for calculation of the Course Completion Rate, are counted toward the SAP Maximum Timeframe, and are included in Program GPA calculations.

If comparison of the original program and the program the student is entering results in determination of a substantial change by the Office of the Registrar, the student is considered to be starting a new program. In this case, SAP will restart. See the Readmission policy for further information.

Transfer Credits From Another Institution - All accepted transfer credits from an outside institution transferred into the student's current program of study are considered both attempted and completed credits for purposes of calculating the Course Completion Rate. Graduate transferred credits are not included in SAP Maximum Timeframe or Program GPA calculations. Undergraduate transfer credits are included in SAP Maximum Timeframe but not in Program GPA calculations.

Course Withdrawals - All courses from which a student withdraws after the end of the drop period receive a "W" on the student's transcript. These courses are considered attempted credits for calculation of the Course Completion Rate and are counted toward the SAP Maximum Timeframe. If a student completed a course and received a "WN" grade when it was still being issued, it counts as attempted but not completed the same as a "W."

Changing Programs - Students are only permitted to make a substantial program or degree change once per degree level in their tenure with the University. If comparison of the original program and the program the student is entering results in determination of a substantial change by the Office of the Registrar, SAP will restart. The substantial change definition remains the same for both readmission and continuing students who wish to change programs. Refer to substantial change section in the Readmission policy for more details.

SAP Evaluation Schedule

Undergraduate Programs – Students enrolled in undergraduate programs are evaluated for SAP after every 12 credit hours attempted in their programs.

Graduate Programs – Students enrolled in graduate programs are evaluated for SAP after every 9 credit hours attempted in their programs.

SAP Evaluation Statuses

Good Standing – A student is in good standing if: 1) No grades have been posted yet, or 2) If SAP has not been evaluated yet, or 3) Student is meeting minimum SAP requirements at time of evaluation, or 4) Student regained Good Standing after being placed on an Academic/Financial Aid Warning or Academic Probation/Financial Aid Probationary period.

Academic/Financial Aid Warning – A student is in an Academic/Financial Aid Warning status when he/she is not maintaining Good Standing pursuant to the terms of this policy at the time of any SAP evaluation. Financial aid may be received while in this status. If SAP is regained by the next scheduled SAP evaluation period, he/she is returned to Good Standing status.

Academic Probation – A student is in an Academic Probation status when he/she did not regain Good Standing after being placed on an Academic/Financial Aid Warning. If the student wishes to maintain his/her financial aid, he/she will need to submit an Appeal. See below for directions on the Appeal process. If SAP is met by the next scheduled evaluation period and the Academic Plan was successfully followed, the student will regain Good Standing status.

Financial Aid Probation – A student is in Financial Aid Probation status only if he/she was first placed on Academic Probation and then decided to Appeal to reinstate federal financial aid. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will also remain eligible for federal financial aid.

Extended Probation – Special circumstances may permit a student to continue on Extended Probation and possibly receive federal financial aid for an additional evaluation period. A student is in Extended Probation status only if they were placed on Academic or Financial Aid Probation and fails to regain Good Standing status before the next evaluation point and has then decided to Appeal based on special circumstances. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will remain eligible for federal financial aid.

SAP (Academic) Dismissal – This status indicates a student was in a probationary SAP period and did not regain good standing by the next SAP evaluation. Students may appeal the dismissal to return to the University. Students who receive approval to return from academic dismissal are subject to the readmissions policies and procedures. If ever it is determined that it is mathematically impossible for the student to regain good standing within the current program, the student may consider a different program. A student is allowed one substantial program change per degree-level without the submission of a SAP appeal.

**To protect the integrity of NCU, a student may also be Administratively Withdrawn. Refer to the Code of Conduct policy for further details.*

** For students using educational benefits from the U.S. Department of Veterans' Affairs (VA), upon reaching SAP Dismissal status, unsatisfactory progress will be reported to VA and educational benefits will be discontinued. Benefits may be resumed if the student reenrolls in the same program.

SAP Right to Appeal

Occasionally, a student's academic progress may be delayed by circumstances beyond his/her control. A student may appeal:

- For federal financial aid to continue after the student has been placed on Academic Probation, or
- For an extension when it has been determined that a student cannot complete his or her program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program, or
- To get permission to make a substantial change of program if he/she has already made a substantial change once, or
- To return to the University and his/her program of study after being Academically Dismissed. All Academic Dismissal Appeals must be submitted within 10 calendar days of the dismissal notification.

Students must be able to regain good standing status by the next SAP evaluation point. Appeals by students who cannot mathematically attain good standing by the next evaluation point will not be considered.

Students able to regain good standing status who wish to appeal for any of the above reasons should email their Academic and Finance Advisor or saphelp@ncu.edu to request a SAP appeal form. Completed SAP appeal forms, including supporting documentation, should be emailed to saphelp@ncu.edu for the SAP Appeal Committee to review. The SAP Appeal Committee comprised of various University leaders who meet on a periodic basis to review student appeals. Committee appeal decisions are made within 15 business days of receipt and are final. Students may not submit a second appeal for the same situation without new information documenting any extenuating circumstances not previously disclosed.

For consideration, students should provide the following:

- An explanation and/or document that they have suffered from extenuating circumstances such as death of a relative, injury, disability, illness or other special circumstances;
- Specific information in the Appeal regarding why they failed to meet SAP;

- An explanation as to what has changed in the student's situation that will allow them to achieve SAP by the next evaluation.

NOTE: Please refer to the Code of Conduct, Academic Integrity, and Attendance and Continuous Enrollment policies information on administrative dismissals due to violation of academic and University policy.

Time Limits for Degree Completion

Students at NCU are held to two standards regarding time to degree completion: Satisfactory Academic Progress and Academic Maximum Time Frame.

Satisfactory Academic Progress (SAP) is a standard by which NCU measures students' progress toward completion of a degree or certificate program. The three components of SAP are Grade Point Average (GPA), Course Completion Rate (pace), and SAP Maximum Time Frame. For Academic Maximum Time Frame, NCU sets the deadline in calendar years from the first date of attendance in the degree program. SAP Maximum Time Frame rules will supersede Academic Maximum Time Frame when it comes to financial aid eligibility.

SAP Maximum Time to Completion

The SAP Maximum Time Frame to complete a program cannot exceed 150% of the published length of the students' active program and is measured in credit hours, this applies to graduate and undergraduate programs. For example, if a program consists of 120 credit hours, the student must successfully complete the program after attempting no more than 180 credit hours.

Students who are unable to complete his/her program within the SAP maximum time limits and need more time to complete his/her program may file a Satisfactory Academic Progress (SAP) appeal by following the procedures given in the Satisfactory Academic Progress (SAP) policy. SAP Maximum Timeframe extensions are determined on a case-by-case basis.

Program Type	Course Completion Rate	Minimum GPA	SAP Maximum Time Frame
Post-Baccalaureate Certificate -12 credit hours	No less than 66.66% of total course credit hours attempted	3.0	18 attempted credit hours
Master's Degrees - 30 credit hours	No less than 66.66% of total course credit hours attempted	3.0	45 attempted credit hours
Master's Degrees - 36 credit hours	No less than 66.66% of total course credit hours attempted	3.0	54 attempted credit hours
Post-Master's Certificate -18 credit hours	No less than 66.66% of total course credit hours attempted	3.0	27 attempted credit hours
Education Specialist (EdS) -33 credit hours	No less than 66.66% of total course credit hours attempted	3.0	49.5 attempted credit hours
Doctoral - 54 credits hours	No less than 66.66% of total course credit hours attempted	3.0	81 attempted credit hours

Doctoral - 60 credit hours	No less than 66.66% of total course credit hours attempted	3.0	90 attempted credit hours
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Academic Maximum Time to Completion

NCU requires students to complete all degree or certificate program requirements within specific time limits as outlined in the Catalog to be eligible for graduation. Students who do not complete their degree or certificate program within the required time limits may be academically dismissed from the University. The program completion guidelines outline the maximum time frames allotted to students and do not supersede the obligation to maintain satisfactory academic progress through the student's program of study. Program completion deadlines are calculated based on the first date of attendance in the student's program. In extenuating circumstances, with accompanying documentation, Deans may approve an extension to the academic maximum time frame. Approved extensions may not exceed the requirements to maintain satisfactory academic progress.

Program Type	Academic Maximum Time Frame
Bachelor's Degrees	180 attempted credit hours
Master's Degrees - 36 credit hours or less	5 years
Master's Degrees - More than 36 credit hours	6 years
Certificate of Advanced Graduate Studies (CAGS)	2 years
Education Specialist Degree (EdS)	5 years
Doctoral Degrees - 60 credits hours or less	7 years
Doctoral Degrees - More than 60 credit hours	8 years

Changing Degree Programs

Students must contact their Academic and Finance Advisor for assistance in changing their degree program. Student and Financial Services are required to evaluate the impact on federal financial aid eligibility when a student requests to change degree programs after federal financial aid has been disbursed. In some cases, a program change will result in a return of federal aid per the withdrawal from the initial program and the immediate re-packaging of federal aid that will apply towards the new program.

Changes of school, degree level, specialization, and changes from a professional doctorate to a doctorate of philosophy or vice versa, require Dean approval.

Upon receiving Dean approval, students must complete a new application and enrollment agreement for the new degree program. The student's new application and Dean approval is then submitted to the Office of the Registrar for evaluation and admissions approval in accordance with University policy. Once approved, the Office of the Registrar updates the student's degree plan and program of study.

Program Discontinuation

If the University decides to discontinue an academic program, all students that remain continuously enrolled are afforded the opportunity to complete their program. Doctoral students that have advanced to candidacy will have the option to complete their program even if they have had a break in enrollment.

Academic Leave of Absence

NCU programs are designed to allow students to pursue their educational efforts full-time while managing other responsibilities. NCU will consider granting an Academic Leave of Absence (ALOA) for a student who is experiencing hardships that make effective progress in his/her academic course of study unusually difficult. A leave of absence is defined as a temporary break from academic registration with a clear intent to return to the program of study.

Leaves are only available to students who have provided their official transcripts and have been officially admitted to the university, are currently in active status and have proceeded beyond the drop period in at least one course since beginning their program of study. Students on approved ALOA who receive Federal Financial Aid are not considered withdrawn, and a return of funds is not required. Students may not receive Federal Financial Aid disbursements while on an ALOA.

Policy and procedure for students who require a leave of absence due to military deployment are given in the Military Leave of Absence policy.

ALOA Criteria & Process

Students considering an Academic Leave of Absence must contact an Academic and Finance Advisor to discuss strategies to help them continue their studies prior to requesting an ALOA.

Students who require an ALOA, and who are not eligible for a military leave of absence, must complete a Request for Leave of Absence form, available in the Student Portal on the Student Programs page. The request is submitted for approval to the Academic Liaison, who is responsible for determining if the student is eligible for a leave. Not all requests will be approved, additional documentation may be required, and all Leave of Absence decisions are final.

When a Leave request is approved, the Academic Liaison notifies the student, faculty and Faculty Services (if the student is in an active course), Academic and Finance Advisor, Registrar, and Student & Financial Services. At that time, the Academic Liaison specifies the length of time approved for the ALOA, and the course start date on which a student must start the next course after the approved ALOA return date.

A student who is in an active course at the time he or she is granted an academic leave of absence (ALOA) receives a "W" (Withdrawn) grade provided the request is made on or before the last day to withdraw from the course. Otherwise a letter grade, based on course work completed to date will be given.

Length of Leave

The permissible length of each ALOA is evaluated on a case-by-case basis by the Office of the Registrar. Calendar days are used to calculate the length of time a student spends on ALOA, and the maximum number of calendar days permissible in any case is 90 per ALOA. The allowed length of the ALOA will be determined during the approval process by the Academic Liaison based on the circumstances of each leave requested.

The date specified as the beginning date of the Academic Leave of Absence is the date the student submits the request for leave. However, the total amount of time on leave covers the student's total time out of attendance. Therefore, the total amount of time on leave is calculated from the day following the student's last date of attendance (LDA).

Regardless of whether the ALOA begins while a student is in a course or in between courses, the maximum allowable time out of a course is 90 days. The student must return from their ALOA on a start date such that the 90-day leave limit is not exceeded. Back-to-back requests that comprise more than 90 days of leave total are not permitted. Leave of absences are restricted to no more than 180 days in a rolling calendar year.

Time spent on ALOA counts toward program length and is included when determining if a student can complete their degree program within the maximum time limits.

Number of Leaves

As of the effective date of this ALOA policy, the number of leaves a student may take during the total duration of their program depends on the program:

- Students in a certificate program may take one ALOA
- Students in a Master's Degree program may take up to two ALOAs
- Students in a Doctoral Degree program may take up to three ALOAs
- The total number of ALOAs approved for undergraduate students is evaluated on a case-by-case basis

No leaves are permitted for students in non-degree programs.

Access to University Resources During Leave

Students on leave do not maintain access to faculty, the online courseroom, or the Academic Success Center coaching service. Access to other university resources such as the NCU Library may also be limited while a student is on leave.

When doctoral candidates are not actively enrolled in a course, they have limited communication with NCU support staff and may not engage in certain activities related to their research. Specifically, doctoral candidates must be actively enrolled in a course to have contact with their dissertation chair. Doctoral candidates must also be actively enrolled in a dissertation course with NCU in order to recruit, obtain informed consent, have any contact with participants, or perform data collection if their Institutional Review Board (IRB) application has been approved.

Return from Leave

Students returning from ALOA remain in the degree program in which they were enrolled at the time the ALOA was approved.

Students who do not vest into the eighth day of the returning course immediately following the date of return from leave will be administratively withdrawn from the University. It is the responsibility of the student to work with his or her Academic and Finance Advisor to begin a course on or before the date specified as the date of return from leave.

Military Leave of Absence

A student may request a Military Leave of Absence (MLOA) online or by contacting his or her Academic and Finance Advisor and submitting a copy of supporting documents. A copy of the student's military orders, a letter from his/her commanding officer, or other documentation will be required to support the request for military leave. The student may request any length for the leave, so long as it does not begin more than 30 days prior to the assignment date, and does

not exceed more than 180 days beyond their last date of attendance. The Academic and Finance Advisors will ensure that the MLOA return date coincides with a valid course start date.

Students are eligible for readmission if, during their leave, they performed or will perform voluntary or involuntary active duty service in the U.S. armed forces, including active duty for training and National Guard or Reserve service under federal authority, for a period of more than 30 consecutive days, and received a discharge other than dishonorable or bad conduct. In general, the cumulative length of absence and all previous absences for military service (service time only) must not exceed five years.

MLOA Criteria & Process

Leave Duration

By default, all students requesting a Military Leave of Absence are granted the longest possible leave without exceeding 180 days beyond their assignment end date. The Academic and Finance Advisors ensure that the MLOA return date coincides with a valid course start date, and contact students on Military Leave of Absence within 30 days after the end of their deployment to confirm or adjust the timing of their return as needed.

Courses in Progress

Students going on military leave are given a WL grade for all in-progress courses. Such MLOA students are considered in Leave status.

Satisfactory Academic Progress is not negatively affected by a WL grade. In addition, time away while on an approved MLOA is not counted in the calculation of a student's maximum timeframe for their program if the student has been continuously enrolled and is in good standing.

A Student Records Specialist will document the students file and send an exit email that includes the following:

- Order expiration date
- Return date deadline
- Current catalog version
- Current tuition track
- Current program and specialization

Return from Leave

Students who fail to return to their program within 180 days will be administratively withdrawn from their program. If the student wishes to return to the program after the deadline they will be placed in the current program version and tuition will be charged at the current track.

Students that return within 60 days of the expiration of orders will be compassionately re-entered into their program.

Students returning outside of 60 days may submit updated orders that list the continuation.

Students will be re-entered into:

- Same Program
- Catalog Version
 - The original degree plan will be updated to reflect any changes due to course retirement.
 - If a failed course is unable to be retaken due to retirement, a suitable substitution will be scheduled

- Tuition track

- Students will be charged at the current tuition pricing for the track they were on when they left.

Students who do not vest into the 8th day of the returning course immediately following the date of return from leave will be administratively withdrawn from the University. It is the responsibility of the student to work with his or her Academic and Finance Advisor to begin a course on or before the date specified as the date of return from leave.

Service Leave Types and Reasons

- Active Duty or Veteran support as needed (ex: medical or personal emergencies)
- Boot Camp
- Department of Defense (example: nurses in combat zones)
- Deployment (This may be in excess of one calendar year)
- National Guard
- PCS (Permanent Change of Station; transfer of permanent duty station)
- Reservist
- Restricted duty (Service members may serve in areas where access to online communication is restricted or unavailable)
- Separation from service
- Special missions
- TDY (Temporary duty assignment, which could be for military training, school or medical evaluation)
- Technical School
- Written Requests from Commanding Officer

Student Withdrawal from the University

Students have the right to withdraw from the University at any time. NCU team members who receive a student request to withdraw from the University will submit the request to the Office of the Registrar for processing on behalf of the student using the date they received the student's request as the Request Date. If students are enrolled in a course at the time of withdrawal, the Office of the Registrar will use applicable Grading Policies & Procedures to determine the final grade of the withdrawn course.

See the Refund Policy and Procedure for applicable financial policies.

Academic Dismissal

Students who fail to meet the requirements of a degree program including official basis for admissions, minimum grade requirements, and satisfactory academic progress of study are subject to academic dismissal from the University. See SAP Procedures for additional information.

Administrative Dismissal

Students who violate the University's ethical policies and standards including, but not limited to, the Student Code of Conduct and Academic Integrity policies, may be subject to immediate administrative dismissal. Students who have been dismissed due to violation of the Student Code of Conduct or Academic Integrity policies, or due to any other legal or ethical matter, do not qualify for readmission to NCU. See Ethical Standards & Practices and Student Rights & Responsibilities for additional information.

Administrative Dismissal Appeal Procedure

Students who believe they have mitigating circumstances and wish to appeal their administrative dismissal must initiate the appeal within 30 days of receiving notification of the dismissal. Students appealing an administrative dismissal must follow the same Appeal Procedure as given in the Satisfactory Academic Progress policy.

Responsibility	Action
Student	1. As soon as possible following notification of dismissal, contact your Academic and Finance Advisor for instructions and a web link for submitting an appeal. NOTE: Dismissal of a Doctoral student for failure to meet requirements of the Dissertation Review Process may NOT be appealed.
	2. Using the instructions and web link, explain why you are appealing, including the specific circumstances that have prevented you from meeting requirements and any supporting documentation. Retain a copy of the appeal and documentation for your records.
	3. Submit the appeal electronically <i>within ten calendar days of notification of dismissal</i> . Once you have initiated an appeal, do <i>not</i> contact your Academic and Finance Advisor or School Dean.
	4. A. Student Does Receive Financial Aid – The system sends an alert to the Academic and Finance Advisor, School Dean and the Director of Financial Services. Proceed to Step 5.
	4. B. Student Does Not Receive Financial Aid – The system sends an alert to the School Dean and the Academic and Finance Advisor. Proceed to Step 6.
Director/Financial Services	5. Contact the School Dean as soon as possible to assist in evaluating the student's circumstances.
School Dean	6. Within ten calendar days of receiving an appeal alert, review the student's circumstances and enter a decision on the system, which automatically generates an email to the student and Academic and Finance Advisor. Dismissal Appeal Approved – An alert also goes to the Office of the Registrar.
Registrar	7. If you receive an alert that a Dismissal Appeal is approved, reinstate the student into Active status, with an SAP status of Warning or Probation as decided by the Dean.
Student	8. The Dean's decision is final. End of Procedure.

Honor Societies

NCU schools hold membership in honorary societies listed below. Acceptance into these programs is based on academic excellence.

Honor Society Criteria & Associations

All Schools: Golden Key International Honor Society

- Membership is by invitation only to all NCU students who meet the prescribed criteria below. Invitations are sent on a bi-annual basis typically in the Spring or Fall of each year
- Eligibility is determined by Grade Point Average (GPA) and number of credits completed
 - Minimum GPA of 3.8 on a 4.0 scale
 - Must have completed at least 30 credits towards degree program

Additional information is available at www.goldenkey.org

School of Education: Kappa Delta Pi

- Chapter membership is based on a 3.8 grade point average in at least five courses
- An installation ceremony is held once a year at graduation

School of Business Honor Societies

Delta Mu Delta, "Through Knowledge, Power"

- Delta Mu Delta is an honor society only open to ACBSP accredited schools
- Invitation to the student is offered by the School of Business
- Eligibility for Active students on or after April 9, 2007
- Undergraduate degree students have to be in the top 20% of the junior class
- Master's degree students have to be in the top 20% of the class at the completion of 75% of the program
- Doctoral students in the PhD or DBA programs have to be in the top 20% of the class after the completion of the comprehensive exam, assessment, portfolio or prospectus course
- Membership Benefits include lifetime recognition of outstanding academic achievement, resume enhancement, scholarship program, lifetime contact through national newsletter, and other benefits

To find out more about Delta Mu Delta go to <http://www.deltamudelta-lambdaeta.org>

Alpha Phi Sigma

- Alpha Phi Sigma is the only National Criminal Justice Honor Society for students in the fields of criminal justice, homeland security and criminal justice related fields
- The Society recognizes academic excellence of undergraduate and graduate students of criminal justice/homeland security specializations
- Alpha Phi Sigma is well represented in the professional ranks of all areas in the criminal justice field
- Undergraduate students shall be enrolled in NCU or a graduate of Northcentral University with a specialization in criminal justice or homeland security fields, have completed at least 50% of their program, have a minimum grade point average of 3.5 on a 4.0 scale with a minimum grade point average of 3.5 in courses in criminal justice and/or homeland security, and who are in the top 20% of their class
 - A minimum of four courses of the above course work shall be in the criminal justice or homeland security specialization
- Graduate students shall be enrolled in a graduate program in Master's, or Doctorate in the criminal justice specialization or homeland security specialization, have a minimum grade point average of 3.5 on a 4.0 scale and a 3.5 grade point average in criminal justice and homeland security courses
- Undergraduate and Graduate students must have declared a specialization in either Homeland Security or a Criminal Justice specialization, or related field

School of Health Sciences: Upsilon Phi Delta

- Upsilon Phi Delta: "Health, Care, To administer or lead"
- Applicable for students enrolled in the Master of Health Administration Program
- Upsilon Phi Delta is an honor society only open to programs who hold membership with the Association of University Programs in Health Administration (AUPHA)
- Invitation to the student is offered by the School of Health Sciences
- Membership is open to Master's degree students who have completed 18 credit hours and have maintained a 3.5 GPA
- Membership Benefits include lifetime recognition of outstanding academic achievement, scholarship program, lifetime contact through national networking, and other benefits. To find out more about Upsilon Phi Delta go to: <http://www.aupha.org/main/resourcecenter/currentstudents/honorsociety>

Department of Marriage and Family Sciences: Delta Kappa International

- Delta Kappa International is an honor society only open to COAMFTE accredited schools
- Invitation to the student is offered by the Department of Marriage and Family Sciences
- An installation ceremony is held twice a year – one at graduation and a virtual ceremony
- Eligibility for active students on or after October 1, 2013
- Master's degree students have to achieve and maintain a 3.75 cumulative GPA
- Membership benefits include a lifetime recognition of outstanding academic achievement, resume enhancement, scholarship program, lifetime contact through national newsletter, and other benefits

Graduation Requirements

To graduate, all degree-seeking students must complete their degree program within the maximum time limits specified in the University's catalog under the Time Limits for Degree Completion policy.

Degree Requirements

For all degree-seeking students, degree conferral requirements include:

- Cumulative grade point average of 2.0 (letter grade of "C") or better for undergraduate students and 3.0 (letter grade of "B") or higher for graduate students
- Official documents on file for basis for admission from a regionally or nationally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- Completion of all degree program credit requirements
- University approval of dissertation manuscript and successful completion of dissertation defense for doctoral students

Diploma Application and Degree Conferral

Students must submit a Diploma Application through *NCUOne*, which triggers a final degree audit. The audit process confirms that the student has met all academic and programmatic requirements and is financially clear. The Diploma Application final degree audit is reviewed and completed by the Academic and Finance Advisor, the School of the degree program to be conferred, Student and Financial Services, and the Office of the Registrar.

Upon successful completion of the final degree audit, the student is degree conferred and the diploma order is submitted to NCU's third-party diploma vendor for processing.

A student's program completion date is the end date of the last course in their program. This date will be used as the student's degree conferral and diploma date.

If a doctoral student successfully defends their dissertation **prior** to the end date of the last dissertation course, the University will use the date the student defended their dissertation as the degree conferral and diploma date.

Example: End date of last course is March 14th; doctoral student defends dissertation on March 8th. Degree conferral date and diploma date is March 8th.

Honors

Honors are only designated for undergraduate degrees. Graduate degrees do not qualify for honors designation. Students must have earned at least 30 semester credits with letter grades (A through F) at NCU for honors to be determined.

- Summa Cum Laude (with highest honors) GPA 4.00
- Magna Cum Laude (with high honors) GPA 3.75 - 3.99
- Cum Laude (with honors) GPA 3.50 - 3.74

Diplomas and Certificates

The student's name in the official record will be printed on their diploma. Students may type out how they want their name to appear on the diploma in the diploma application, however; only minor deviations from the name will be allowed (e.g., omission or inclusion of middle name or suffix, abbreviated or nickname). If a student wants a different name than what is on record, he or she must complete a change of information request prior to submitting the diploma application. Contact the Office of the Registrar at registrar@ncu.edu for additional assistance.

Students receive one free diploma and diploma cover upon completion of the degree conferral audit and approval process. Students may order duplicate copies of their diploma. See Miscellaneous Fees for duplicate fee information.

Commencement Ceremony

The current commencement ceremony calendar and general information about the NCU graduation process and ceremony schedule can be found at <http://ncu.edu/graduation>.

Students may order their regalia from NCU's third-party regalia vendor. The third-party vendor's website and contact information is published on www.ncu.edu.

To participate in commencement activities:

- Bachelor's degree students must be within 9 credits of program completion by June 1st with a GPA of at least 2.0 and good financial standing with the University
- Master's degree students must be within 9 credits of program completion by June 1st with a GPA of at least 3.0 and good financial standing with the University
- Doctoral students must pass their dissertation defense by June 1st and be in good financial standing with the University

Dissertation of the Year Award

Each year, Northcentral University recognizes scholarly achievement among its doctoral students by honoring one or more authors of outstanding dissertations submitted for consideration by committee Chairs. The author of the Dissertation of the Year (DOY) is invited to attend that year's commencement ceremony to be honored, with NCU covering travel costs for the DOY winner through an NCU travel-approved travel agency including transportation and lodging.

Eligibility

Graduates who have completed their dissertation paper and completed their dissertation defense by April 30th of the current academic year are eligible to have their Chair submit their dissertation for consideration for the Dissertation of the Year award.

Example: Dissertation must have been completed and approved between May 1st of 20XX and April 30th of 20XX.

Participation at Commencement

To be eligible for the current year, nominations must be submitted to the Graduate School by May 1st. Nominations may be made by the dissertation chair. To nominate a dissertation for this award, a letter referencing the dissertation and indicating why it might merit an award should be submitted to GraduateResearch@ncu.edu. No late submissions will be considered.

Licensure and Certification

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. Students intending to seek licensure of any type must take full responsibility for ensuring that their degree program at NCU meets the licensing requirements of their local states, school districts, professional associations, or agencies. NCU cannot provide assistance to a student regarding the interpretation or understanding of a state's licensure requirements.

Ethical Standards & Practices

Code of Conduct

The University has established the following Code of Conduct for students. Each student is expected to understand the terms and conditions set forth in this Policy. (See the Team Handbook and Faculty Handbook for the Code of Conduct applicable to team members and faculty.)

NCU is committed to maintaining a community with exceptional ethical standards of professional and academic conduct. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the University.

Community members of the University are expected to conduct themselves professionally, and refrain from acts of misconduct including but not limited to the following six categories:

- Dishonesty, cheating, plagiarism, misrepresentation or furnishing false information, forgery, or misuse of academic or administrative materials
- Harassment, stalking, humiliation, name-calling, the use of insulting or offensive language, cyber-bullying, threatening communications, abuse and intimidation

- Conduct, in speech, written communication or behavior, that is disrespectful or unprofessional or racist, sexist, ageist, or that is otherwise prejudicial against a particular community or social group
- Disruption or obstruction of the normal operations of the University; including unauthorized use of any of the University's facilities, informational or material properties, and resources
- Conduct that is disorderly, lewd, lascivious, indecent, sexually abusive, or otherwise inappropriate, or that constitutes a breach of the peace; including violation of the University's policy that prohibits bringing alcohol, recreational drugs, or firearms onto University property or any location during a University-sponsored event
- Failure to cooperate during a University investigation

All members of the University community who become aware of violations of the Code of Conduct have a responsibility to report them to the appropriate authority. For violations of an academic nature, the appropriate authority is the relevant Dean or Provost. For minor violations of an interpersonal nature, the appropriate authority is the relevant Director or member of the Senior Leadership Team. For violations, including any instance of intimidation or sexual harassment, the violation must be reported to the Chief of Human Resources and/or the President.

A member of the University community who is the victim of a sexual assault should immediately notify law enforcement by dialing 911. A team member of the University who, in the course of his or her job responsibilities, suspects the sexual or physical abuse of a child must immediately report the incident to the law enforcement by dialing 911. If an incident of sexual assault occurs at a University location, it must be immediately reported to Human Resources.

Faculty and team members involved in the purported Code of Conduct violation(s) have a responsibility to report such incidents to the appropriate Dean by submitting a completed Suspected Code of Conduct Violation form.

The Dean will review the charges presented thus the ownership of the investigation (including supporting documentation) should fall on the reporting party.

Procedure: Responding to Alleged Violations of Code of Conduct

Responsibility	Action								
Faculty and/or Team Members	<ol style="list-style-type: none"> 1. When an alleged violation occurs, complete the Suspected Code of Conduct form and forward it to the Dean of the appropriate School. 								
Dean	<ol style="list-style-type: none"> 2. Review the Suspected Code of Conduct Violation Form and supporting documentation. Within 5 days of receiving Investigation Report and materials, authorize one of the following subsequent courses of actions as appropriate. 								
	<table border="1"> <thead> <tr> <th>IF:</th> <th>THEN:</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • The issue is not substantiated </td> <td> <ul style="list-style-type: none"> • Take no action </td> </tr> <tr> <td> <ul style="list-style-type: none"> • The issue proved substantiated but does not warrant a formal charge (NCU has an official Warning Letter) </td> <td> <ul style="list-style-type: none"> • Send a Warning Letter to alert the offender that continued or similar behavior in the future may result in a formal charge of violation of the Code </td> </tr> <tr> <td> <ul style="list-style-type: none"> • The issue is proved substantiated and warrants a formal charge due to the </td> <td> <ul style="list-style-type: none"> • Send a Charging Letter to inform the offender of the charge </td> </tr> </tbody> </table>	IF:	THEN:	<ul style="list-style-type: none"> • The issue is not substantiated 	<ul style="list-style-type: none"> • Take no action 	<ul style="list-style-type: none"> • The issue proved substantiated but does not warrant a formal charge (NCU has an official Warning Letter) 	<ul style="list-style-type: none"> • Send a Warning Letter to alert the offender that continued or similar behavior in the future may result in a formal charge of violation of the Code 	<ul style="list-style-type: none"> • The issue is proved substantiated and warrants a formal charge due to the 	<ul style="list-style-type: none"> • Send a Charging Letter to inform the offender of the charge
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<ul style="list-style-type: none"> • The issue is proved substantiated and warrants a formal charge due to the 	<ul style="list-style-type: none"> • Send a Charging Letter to inform the offender of the charge 								

	seriousness and/or repeat violations (NCU has an official Charging Letter)	<ul style="list-style-type: none"> • Send communication in hard copy, by Compass Message or NCU email, and by personal email if available • Provide the policy, details of the offense, and rebuttal directions
Student	<p>5. If you choose to respond to the Charging Letter, you must do so within 10 days of the date of the Charging Letter:</p> <ul style="list-style-type: none"> • Response must be in writing to the Dean • Response should include details regarding your position on the charge(s) as specified in the letter • If the individual would like to address the Student Code of Conduct Committee, that desire must be stated in writing along with a contact telephone number • The individual will have the 10 minutes before the Committee meets to state his or her position verbally (Note: the time is not intended for open discussion but the individual should be prepared to answer questions posed by the Committee in clarifying the events.) • Once completed, the call will be terminated and the Committee will discuss 	
Code of Conduct Committee	6. Evaluate relevant documentation and render a final decision in writing, including the appropriate sanction(s)	
Dean	7. Write a letter to the individual informing him/her of the outcome and have it delivered in hard copy, by Compass Message or NCU email, and by personal email if available	
	8. Place a copy of the notification letter in the student record and send copies to the Office of the Registrar and Office of Legal Affairs	
	9. Notify the appropriate area(s) to ensure the Committee's decision is enforced DECISION IS FINAL: All Committee decisions are final and there are no additional appeal provisions	
	<i>IF Committee determines:</i>	THEN:
<ul style="list-style-type: none"> • Expulsion is the appropriate sanction for the behavior 	<ul style="list-style-type: none"> • Automatically escalate the recommendation for a second review to Executive Team 	

Academic Integrity

NCU is committed to supporting students and faculty in understanding and applying standards of academic integrity by:

- Using an industry-recognized text matching service to screen student assignments
- Publishing policy standards in the Catalog
- Providing materials about Academic Integrity in NCUOne
- Providing additional tools through the ASC on APA standards

The University considers it a serious violation of academic integrity to – intentionally or unintentionally – present the thoughts or ideas of another as your own. The key to academic integrity originates in the writer's choices on how to divide their voice from the voices of others. Plagiarism includes but is not limited to the following:

- Copying entire documents and presenting them as your own
- Cutting and pasting from the work of others without properly citing the source
- Stringing together quotes and /or ideas of others without connecting their work to your own original work
- Asserting ideas without acknowledging their sources or reproducing verbatim work written by others without properly citing your sources
- Accidental appropriation of the work of others due to a lack of understanding of documentation conventions
- Purchasing work from others and submitting it as your own

To monitor for potential plagiarism, the University submits student assignments through the institution's third-party text matching service. For dissertation courses, the final dissertation proposal and dissertation manuscript must be submitted through the text matching service.

Faculty may submit additional coursework to the text matching service as needed or instructed by the School Dean or designee.

NOTE: NCU's response to academic integrity violations may range from requiring a student to re-write a paper to administrative dismissal from the University.

Scope of Policy

The Academic Integrity policy applies to all course assignments submitted by a student to an instructor, including but not limited to the following:

- Discussion postings
- Exams
- Signature assignments
- Course papers
- Comprehensive exams
- Written assignments using outside source information
- Dissertation documents (dissertation chapters, concept papers, proposals and final reports)

Use of Text Matching Service

For each course, instructors must process at least one assignment of their choosing through the text matching service Web site. Instructions on how to use the text matching service are available from the Faculty Page. Some courses may not require coursework that is appropriate for evaluation through the text matching service. Therefore, the Dean of each School is authorized to grant exceptions to this requirement for these courses or as appropriate. In addition:

- Every comprehensive exam must be processed through the text matching service
- Every dissertation final chapter, Proposal and final dissertation Manuscript must be processed through the text matching service
- Instructors may use the text matching service as they deem necessary, reserving the right to process any assignment at any time through the service
- A link to instructions for using the text matching service is available on the Faculty Page

Re-using or Re-purposing Prior Work

All student work must be original and written specifically for the course in which it was assigned. Presenting one's previously used work as an original work in subsequent assignments is plagiarism and is inconsistent with honesty and truthfulness in scholarship. Submitting the same coursework to multiple courses also violates Academic Integrity unless the resubmitted work is substantially changed and cited as previous work. NCU faculty and students should discuss the expectations of each activity at the beginning of the class. There should be a clear understanding between the faculty member and student regarding the use of prior work in the class. The faculty member must indicate if the student's response must be an original work or if the student may use prior work in their response to a new activity.

Exceptions

1. **Previously attempted course** - A student may submit prior work for the same course when re-taking a course that was previously attempted. Students must notify their faculty that they previously attempted the course and are re-using prior work. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities and achieve the best chance for a passing grade on the re-take is always prudent.
2. **Research methods courses and dissertation research** - Doctoral research is an ongoing process and these courses represent a continuing sequence where it is expected that students refine their prior work. Therefore, the submission of prior work is acceptable. Students must notify their professors that they are continuing their research from a prior course. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities and take advantage of prior faculty feedback is always prudent.
3. **Comprehensive examinations** - The comprehensive examination is the student's opportunity to showcase and demonstrate knowledge already attained. Therefore, the submission of prior work - from either a previous course or previously failed examination - is acceptable. Students must notify their professors that they are re-using prior work. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities is always prudent.
4. **Comprehensive portfolios/prospectus/assessments** - The comprehensive portfolio, prospectus, and assessments are the student's opportunity to showcase and prove knowledge already attained. Therefore, the submission of prior work is acceptable. This exception notwithstanding, students must revise the prior work before submission as part of the portfolio to best reflect the student's current scholarly abilities and submit both the original and the revised versions.
5. **When instructed to do so by the faculty or assignment instructions** - re-submission of prior work or revised work is permitted.

Acceptable Use of Information Technology

Through *NCUOne*, NCU provides students with access to course rooms, messaging system, Library and other academic resources. The University also provides computer, network, Internet, Intranet, and email access for team members and faculty for performance of their job functions. This access carries certain responsibilities and obligations as to what constitutes acceptable use of the institution's network. This policy explains how information technology (IT) resources are to be used and specifies what actions are prohibited. No policy can cover every situation, and all users are expected to use common sense when using institutional resources. Questions on what constitutes acceptable use should be directed to the user's team leader, instructor, or Academic and Finance Advisor.

When utilizing University IT resources, all institutional policies are in effect at all times. Any student, team member, or faculty member who abuses the privilege of NCU facilitated access to student or faculty *NCUOne*, e-mail, or the Internet may be denied access to and, if appropriate, be subject to disciplinary action, up to and including termination or dismissal from the University.

Scope

The scope of this policy includes any and all use of institutional IT resources, including but not limited to, the student and faculty *NCUOne*, computer systems, phones, email, the network, network resources, and University Internet and Intranet connections.

NCU recognizes that use of e-mail and the Internet make communication more efficient and effective. However, Internet service and e-mail are valuable, costly resources and their purpose is to facilitate NCU business. Irresponsible use reduces their availability for critical business operations, compromises security and network integrity, and leaves NCU open to potentially damaging litigation. All use of the NCU IT resources must be in support of business, education, and research consistent with the purposes of NCU. This policy discusses acceptable usage for computers, e-mail, and the Internet.

Restrictions and Prohibitions on Use and Access

Communications and Internet access should be conducted in a responsible and professional manner reflecting NCU's commitment to honest, ethical, and non-discriminatory practices. In furtherance of these goals and to ensure the security of institutional, faculty, and student information, the following restrictions and prohibitions apply:

- Never share your logon ID and/or password with any other person. No internal department or team member including IT and HR, should ask for a user's logon ID credentials (username / password)
- Do not reveal NCU network or system access passwords to others, including family, friends, or other members of the household when working from home or remote locations
- Do not access a computer account that belongs to another team member, faculty member, student or department
- Use only your assigned logon ID and password; you are responsible for all activity under your logon ID
- Report any known or suspected compromise of your logon ID to the NCU Information Technology Department
- Anytime team members leave their desks/work area, they shall lock their desktop/PCs (in windows ctrl+alt+delete and press enter)
- Unauthorized attempts to circumvent data security schemes; identify or exploit security vulnerabilities; or decrypt secure data are prohibited
- Attempting to monitor, read, copy, change, delete or tamper with another user's electronic communications, email, files or software is prohibited
- Knowingly or recklessly running or installing (or causing another to run or install) a program (such as a "worm" or "virus") intended to damage or place an excessive load on a computer system or network is prohibited
- Forging the source of electronic communications, altering system data used to identify the source of messages or otherwise obscuring the origination of communications is prohibited
- Any use that violates federal, state, or local law or regulation is expressly prohibited
- Knowing or reckless interfering with the normal operation of computers, peripherals or networks is prohibited
- Deliberately wasting computer resources, including bandwidth, disk space, and printer paper, or running or installing games or other unauthorized software on institutional computers is prohibited
- Using the institution network to gain unauthorized access to any computer system is prohibited
- Downloading NCU information, especially NCU confidential information, onto any external hard drive, disk, or other storage device is prohibited, unless specifically for work purposes
- Performing any of the following is prohibited: port scanning, security scanning, network sniffing, keystroke logging, or other IT information gathering techniques when not part of user's job function
- Any use of the NCU Web sites for product advertisement, except those endorsed by the University, is prohibited
- Any use of the NCU Web sites for political lobbying is prohibited

- All communications accessible via the NCU Web sites, such as the Bulletin Board, Discussion Forums and any other communication tools, will reflect professionalism, respect for others and appropriate language

Password Standards

Students must have valid login and password credentials to access *NCUOne*. Passwords for student accounts must be a minimum length of eight (8) characters and meet three of the following conditions:

- English uppercase characters (A through Z)
- English lowercase characters (a through z)
- Base 10 digits (0 through 9)
- Non-alphanumeric characters: ~!@#%&* _-+=` \(){} []:;'"<>.,?/

NOTE: For greater security, passwords should not be based on personal information (e.g., names of family, birthdates, etc.) or complete words or phrases in any language, slang, dialect, or jargon.

Passwords expire every 90 days and cannot be reused for 365 days (one year) from the date of expiration. Students with expired passwords will not be granted access to *NCUOne* until they have successfully reset their password. Instructions for updating account passwords are available through the *NCUOne* login/password reset feature.

Copyright Infringement

All users should be aware that federal copyright laws, regardless of whether a copyright notice appears on the work, may protect any information, software, or graphics on the Internet. Licensing agreements may control redistribution of information from NCU's Internet-related systems or from the Internet. Duplication or transmission of such material may not be undertaken without express authorization from the University's Information Technology management.

NCU computer systems and networks must not be used to download, upload, or otherwise handle illegal and/or unauthorized copyrighted content. Any of the following activities constitute violations of acceptable use policy, if done without permission of the copyright owner (this list is not meant to be exhaustive, as copyright law applies to a wide variety of works):

- Copying and sharing images, music, movies, or other copyrighted material using Peer-to-Peer (P2P) file sharing or unlicensed CD's and DVD's
- Posting or plagiarizing copyrighted material
- Downloading copyrighted files which the user has not already legally procured

Violations and Penalties under Federal Law

Anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

Institutional Sanctions for Copyright Infringement

Students are expected to conduct themselves professionally and refrain from acts of misconduct set forth in the Student Code of Conduct. Suspected acts of misconduct or violations related to copyright infringement and P2P file sharing

should be reported to the appropriate authority for review. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the University.

Fair Use of Copyrighted Material

The NCU Library is committed to compliance with intellectual property law and the preservation of the rights of copyright owners and users of copyrighted materials. The Library strives to inform all its constituencies of the rights and responsibilities under the fair use provisions of the Copyright Act (17 U.S.C. Section 107).

- Fair use applies to the digital environment without regard to the medium of the original work
- Fair use does not supersede licensed resources, unless the terms of controlling agreements specifically defer to U.S. Copyright Act 17 U.S.C. Section 107
- Fair use depends on a case-by-case examination of facts surrounding each case, and the four factors identified in U.S. Copyright Act 17 U.S.C. Section 107:
 1. The purpose or character of the use; including whether such use is of a commercial nature or for nonprofit educational purposes
 2. The nature of the copyrighted work used
 3. The amount and substantiality of the work being used
 4. The effect of the use on the market for or value of the original work

The Library works to comply with the Fair Use Guidelines and the U.S. Copyright Law (Title 17, U.S. Code) regarding photocopied materials. The copyright law of the United States governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified by the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. NCU reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Students should refer to the Acceptable Use of Information Technology policy for additional policies and procedures related to copyright infringement – including Peer-to-Peer (P2P) file sharing – institutional sanctions for student misconduct, and violations and penalties for copyright infringement under federal law.

Institutional Review Board (IRB)

Statement of Principles

NCU is committed to ensuring that all research involving human participants follows the ethical principles and requirements as set forth in the Code of Federal Regulations (45 CFR 46), the Belmont Report, and the Nuremberg Code.

Establishment of Institutional Review Board (IRB)

To support these principles, NCU has established an Institutional Review Board (IRB). The IRB reports to the Dean, Graduate School. This institutional official will appoint the IRB Director and the IRB Chairperson and ensure sufficient resources and personnel are provided to the IRB in accordance with 45 CFR 46.103(b)(2).

Signatory Official

The signatory official for NCU is the Senior Vice President, Academic Affairs.

Authority of the IRB

All research proposals will be reviewed by the IRB. The IRB, not the researcher, will determine the necessary type of review (i.e. not human subjects research, Exempt, Expedited, or Full Board). If a study does not meet the federal definition of human subjects research as outlined in 45 CFR 46.102, the IRB will confirm this designation in writing, and no additional IRB oversight will be required.

The IRB will determine the risk level of a study as minimal risk or greater than minimal risk. Researchers may provide their own description of perceived risk factors. However, final determination of risk level is made by the IRB.

The IRB has the authority to review and approve, require modifications to, or disapprove all research covered by 45 CFR 46. In accordance with 45 CFR 46.112, research approved by the IRB may be subject to additional review by officials of the institution. These officials may approve or disapprove the research after an IRB approval, but they may not approve the research if it was first disapproved by the IRB.

In accordance with 45 CFR 46.113, the IRB shall have the authority to suspend or terminate approval of research that is not conducted in accordance with IRB requirements or that has been associated with unexpected serious harm to subjects.

Institutional Research and Course-Based Projects

The following types of institutional research do not require IRB review: internal research to evaluate institutional programs or determine institutional effectiveness, data collection and analysis for accreditation purposes, and reviews of course or instructor ratings. However, if these data are intended for publication or to contribute to generalizable knowledge, then the study requires IRB review.

All dissertation research must be submitted to the IRB for review. Students who are working on course projects that are *not* designed to contribute to generalizable knowledge do *not* need to submit to the IRB as these projects are not considered research proposals. NCU faculty and staff involved with designing course projects related to research are strongly encouraged to contact the IRB to verify that the projects will not require IRB oversight.

Unsupported Research

The following types of research applications will not be supported or approved by the NCU IRB:

- Research involving human subjects that is not in accordance with the ethical principles and requirements as set forth in the Code of Federal Regulations (45 CFR 46), the Belmont Report, and the Nuremberg Code.
- Research consisting of the implementation of behavioral, clinical, or medical interventions designed to alleviate a medical or mental health symptom or illness, if the researcher does not have a clinical license and does not have supervised training in patient care.
 - If a researcher has a clinical license, the proposal can be approved provided adequate safeguards are in place to protect participants, as determined by the IRB.
 - If a researcher does not have a clinical license but the researcher has completed an adequate number of supervised hours with a relevant clinical population, the proposal can be approved

provided safeguards are in place to protect participants. The IRB may require a licensed clinician to be present on-site or to perform the clinical interactions with participants.

- Food and Drug /FDA studies (e.g. medical devices, drugs, and food testing)
- Research conducted with fetuses or neonates
- Research conducted with minors, of greater than minimal risk, with no potential for direct benefit to the minor
- Research conducted with pregnant women, if it involves greater than minimal risk or unknown risk to participant or fetus
- Research involving animals as subjects (NCU does not have an Institutional Animal Care and Use Committee)

Researcher Responsibilities

Researchers are responsible for compliance with this policy. Primary responsibilities include:

- All researchers must complete the NCU required Collaborative Institutional Training Initiative (CITI) course modules
 - These modules review rules, regulations, and the ethical practice of research
 - Researchers must ensure that every required and completed module within the course is current (not more than two years old) while any research is conducted at NCU
 - The IRB may require additional CITI modules if relevant to the research topic
- Researchers must use the current IRB research application form. Failure to use the appropriate form will result in a return of the application without review
- Researchers may not obtain data for purposes of conducting research without IRB review and approval
- Researchers may not access identifiable or legally protected information unless the IRB has approved a procedure to obtain appropriate authorization from each participant
 - Researchers must provide evidence to the IRB that the information will be obtained in compliance with all applicable local, state, and federal laws, policies, and regulations related to privacy and confidentiality of legally protected information
- Researchers may not contact potential participants about the research before IRB approval
 - For example, researchers may not advertise the study, may not discuss possible "future interest" with participants, and may not ask a third party to perform either of these roles on their behalf
- Researchers may not conduct pilot tests without IRB approval
 - A pilot test involves data collection from human subjects; therefore it must be approved by the IRB before it begins
- Researchers should conduct expert reviews of questions (or "field tests") before IRB approval
 - In an expert review or field test, the researcher can ask for feedback on the clarity or applicability of data collection instruments or interview questions, but the researcher cannot ask individuals to complete the instrument or answer interview questions
 - If any data will be collected, even if those data will not be used in the final analyses, the study is considered a pilot test, and the IRB must review and approve that research before it begins
- Researchers may not perform any procedure, intervention, or data collection for future research purposes and then retrospectively deem those data "archival" and not in need of appropriate safeguards to participants (including consent)
- Researchers must submit an IRB application if they intend to change or modify an approved application
 - The modification request must be approved by the IRB *before* any changes are implemented in the research
- Researchers must contact the IRB to report any injuries, problems, or complaints from participants within 24 hours of occurrence
- Researchers must fully disclose dual roles with sites or participants in their research application
 - This information is required for adequate risk assessment

- When performing research with participants who live outside of the United States, it is the researcher's responsibility to know and comply with local laws, research regulations, and requirements to obtain approval from the appropriate in-country ethics board
 - The IRB may request additional documentation as evidence of adequate compliance
- Inclusion of NCU faculty, staff, students, or alumni as research participants may only be approved if the population of interest is NCU itself (not online learning in general), if the focus is on an internal process, if the researcher is NCU faculty or staff, and if an appropriate NCU official has granted written permission
 - When these criteria are met, the IRB may still require other substantive changes to protect participants
- Researchers must submit an IRB application for continuing review of an approved IRB protocol before the expiration date on the NCU IRB approval letter if they intend to continue recruitment and/or data collection beyond the approved expiration date
 - If the continuing review is not yet approved by the IRB at the time of the approved expiration date, the researcher must confirm in writing that all study procedures have ceased, and all study procedures may not resume until the IRB has completed the continuing review and approved the application for an extension with a new expiration date
- Researchers must submit an IRB study closure form as soon as data collection is complete, all participant contact has ceased, and identifiers have been removed or separated from the data set
- Student researchers working on their dissertation may not submit an application to the IRB until the final Dissertation Proposal is approved by the committee and Chair
- Student researchers must be enrolled in an active dissertation course with NCU while any recruitment, consent, and data collection are in-process

Additional Responsibilities for Faculty

Faculty who are supervising research must:

- Be current (completion dates are not more than two years old) in NCU required modules and any elective and supplemental CITI training modules that apply to their own research or research they supervise
- Review the student's IRB application for clarity and accuracy
- Emphasize student awareness of and compliance with all aspects of this policy
- Review and sign students' IRB applications and attest to their awareness of their supervisory responsibilities

IRB Director Responsibilities

The IRB Director will:

- Ensure the IRB operates in a manner consistent with the statement of principles in section 1 of this policy
- Assist the IRB Chair with selection of members to the Full Board
- Assist the IRB Chair with operation of the Full Board, including facilitation of meetings when the IRB Chair is not able to be present
- Select and supervise IRB reviewers performing minimal risk reviews that are not assigned to the Full Board
- Oversee and document the selection of IRB membership that complies with the requirements set forth in 45 CFR 46.103(b)(3) and 45 CFR 46.107
- Maintain written Standard Operating Procedures (SOPs) in accordance with 45 CFR 46.103(b)(4,5)
- Maintain, review, and update additional SOPs as needed to optimize the effective function of the IRB and delivery of timely reviews for researchers
- Maintain records in accordance with 45 CFR 46.115
- Facilitate IRB registration in accordance with 45 CFR 46 Subpart E

- Oversee NCU's Federal wide Assurance documentation, compliance, renewal, updates, and requests for applicable addenda (e.g. Department of Defense).
- Appoint IRB reviewers for a term of one calendar year
 - The appointment is renewed at the discretion of the Director, Institutional Review Board, Dean, Graduate School, the Senior Vice President, Academic Affairs, and the Associate Dean or Department head to whom the reviewer reports

IRB Chair Responsibilities

The IRB chair is appointed for a term one calendar year. The appointment is renewed at the discretion of the Dean, Graduate School, and the Senior Vice President, Academic Affairs.

The IRB Chair will:

- Schedule and facilitate Full Board meetings
- Oversee completion of minutes of Full Board meetings
- Collaborate with the IRB Director to communicate Full Board determinations to researchers
- Coordinate review of resubmissions to verify conditions are met when the Full Board determination is "approval with conditions"

Assist with expedited review of minor modifications to studies previously approved by the Full Board in accordance with IRB Standard Operating Procedures.

IRB Member Responsibilities

IRB Members are appointed for terms of one calendar year. Appointments are renewed at the discretion of the IRB Chair and Dean, Graduate School.

In accordance with 45 CFR 46, the IRB members will:

- Maintain awareness of community attitudes and promote respect for the IRB's advice and counsel in safeguarding the rights and welfare of human subjects
- Possess professional competence in research, except in the case of the non-scientist member(s)
- Remain knowledgeable about institutional commitments and regulations, applicable laws, and standards of professional conduct and practice
- Recuse themselves from initial or continuing review of any project in which there is a conflict of interest, except to provide information as requested by the IRB
- Maintain working knowledge of 45 CFR 46 and approve studies only when required items are met
- Be current (completion dates are not more than two years old) in all NCU required, elective, and supplemental CITI training modules and the PRIM&R E-ROC course
- Adhere to the NCU Code of Conduct

Appeals Process

If a researcher believes an IRB requirement is unduly restrictive and will greatly interfere with the feasibility of the research, the researcher should first informally discuss the concern with the IRB Director. If informal resolution cannot be reached, the researcher should submit a formal appeal letter to the IRB Director. The formal appeal letter must detail rationale for concerns and support proposed alternatives with reference to applicable university policy and federal regulation (i.e. 45 CFR 46).

Appeals of expedited and exempt reviews will be reviewed and determined by the IRB Chair. Appeals for Full Board studies will be reviewed and determined by majority vote of the Full Board. IRB appeal decisions are not subject to further appeal.

Violations

Suspected violations of this policy should be communicated to the IRB Director immediately. The IRB Director will determine if a non-compliance investigation is warranted and initiate an investigation and corrective action plan when needed. Notification of initiation or findings and/or corrective action plan from a non-compliance investigation will be made to the researcher, dissertation committee Chair (when applicable), Associate Dean and/or Associate Director, and Dean, Graduate School. The IRB Director will notify appropriate institutional officials if made aware of violations of other NCU policies or local, state, or federal laws or regulations.

Corrective actions for IRB noncompliance may include, but are not limited to:

- Establishment of more frequent continuing reviews of IRB approved research
- Suspension or termination of IRB approved research
- Referral for a suspected Code of Conduct violation
- Restriction of access to sites or participant groups affected by noncompliance
- Other appropriate actions as determined by the IRB Director and/or Full Board

Student Rights & Responsibilities

Student Responsibilities

It is the student's responsibility to be familiar with the information presented in the Catalog, and to know and observe all regulations and procedures relating to the program they are pursuing. In no case will a regulation be waived or an exception be granted because students plead ignorance of, or contend that they were not informed of the regulations and procedures included in the Catalog. Responsibility for following all policies and meeting all requirements and deadlines for degree programs rests with the student.

Admission Requirements from the current online catalog, in effect at the time of a student's enrollment, are the official sources and permanent references governing the terms of a student's enrollment. Students who fall out of continual enrollment may be subject to dismissal from the University. Students who re-enter after dismissal may be subject to re-entering the most current program version at the time of their re-entry. For additional information, please refer to the Denied Admissions policy.

Well-Being and Safety

The University is committed to providing students with an environment free of discrimination or harassment. Please see the University's Code of Conduct for additional information. In addition, community resources exist to provide students with information and support relating to personal well-being and safety, such as:

- National Domestic Violence Hotline (800) 799-SAFE (7233)
- National Sexual Assault Hotline (800) 646-HOPE
- U.S. Department of Justice National Sex Offender Public Registry <http://www.nsopr.gov>
- Substance Abuse or Mental Health Treatment National Helpline (800) 622-HELP (4357)
- National Aids Hotline: (800) 243-2437

- National Suicide Hotline: (800) 273-8255
- Behavioral Health Treatment Services Locator <http://findtreatment.samhsa.gov/>
- Rape, Abuse & Incest National Network <http://www.rainn.org/get-information>
- National Center for Victims of Crime <http://www.victimsofcrime.org/>

Further, when requested by a victim, NCU will facilitate changes in a victim's transportation and working situations, in addition to academic and living situations, as reasonable and appropriate.

Americans with Disabilities Act (ADA)

NCU takes seriously its obligations to provide disability services to qualified individuals as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and 2008.

ADA Regulations

The intent of the Americans with Disabilities Acts (ADA) is to mitigate potential classroom barriers related to an eligible disability so that the student has the opportunity to successfully achieve his or her academic goals. Students who are determined to meet eligibility definitions for accommodations are still expected to meet all academic and University performance standards and adhere to policies and Student Code of Conduct protocols as are expected of students without disabilities.

ADA Eligibility Definitions

The U.S. Department of Justice defines an individual with an eligible disability to be a person who:

- Has a physical, learning and/or mental impairment that substantially limits one or more major life functions (such as performing manual tasks, walking, seeing, hearing, speaking, breathing or learning)
- Has a documented record of a physical, mental, or learning impairment
- Is regarded as having a substantially limiting physical, learning, and/or mental impairment. The documented impairment may be permanent, recurring or temporary (less than six months in duration)
- Is "otherwise qualified" to perform the required course work with the assistance of academic accommodations which are determined on a case-by-case basis

For more information, please visit www.ADA.gov.

Examples of common ADA accommodations include (but are not limited to):

- Speech-to-text software
- Extended time for assignments and/or quizzes/tests
- Alternative format textbooks
- Closed-captioning or transcripts of online videos

The Disability Services Office cannot authorize the following:

- Extended breaks between courses or leaves of absence
- Special funding, discounts or waivers for course fees
- Vocational rehabilitation funding or scholarships
- Additional time to complete a program
- Waivers of the University policies, including admissions, academics or financial

NCU will not grant an accommodation if the accommodation alters the academic standards of the program or would result in undue hardship to the University or threaten the health and safety of the student with a disability or other persons.

Student's Responsibilities

- Timely notification is a requirement of all requests and must be made by the student directly to Disability Services as soon as possible
 - The Disability Services Office must receive the completed medical documentation and eligible students will receive reasonable accommodations
 - Accommodations will not be made retroactively
- Accommodated students are expected to make academic progress as measured by successful and timely completion of academic work in accordance with NCU policies
- The student is required to maintain contact with his faculty, Academic and Finance Advisor, and Disability Services during the period of the academic accommodation
- The student must speak with Disability Services Office before each course to ensure the appropriate accommodation is communicated with faculty and Academic and Finance Advisors as needed
- The student must abide by all University policies while accommodated, regardless of impairment
 - This includes admissions, attendance, and financial responsibilities
- Students must provide updated and/or clarifying disabilities documentation as requested by the ADA Program Coordinator

Obtaining Assistance

Students enrolled in a course at NCU should complete the process to request an ADA accommodation well in advance of the anticipated need for services and accommodations. From the time a student submits their documentation, it can take up to two weeks for an accommodation to be implemented.

- Students are asked to notify the Disability Services Office prior to enrollment in a course to allow time to collect the required documentation to establish an educational plan with a reasonable accommodation
- Students having a temporary or sudden disability are asked to notify Disability Services Office at the on-set of the disability or as close to the onset as possible
- Academic accommodations are not retroactive but rather are implemented once the student is determined to be eligible based on stated documentation and communication requirements

The Disability Services Office can be reached at disabilitiesservices@ncu.edu (not case sensitive).

Granting Accommodations

The accommodation process is an interactive process between the student, the Disability Services Office and the School. After an appropriate accommodation is determined through dialogue and the review of the supporting documentation, the student will receive an ADA Accommodations Contract to review and agree to the ADA accommodation. Once the student agrees, the student's faculty member and academic advisor will be notified regarding the accommodation(s) that is approved for the student and how the accommodation(s) will be implemented.

Confidentiality

In accordance with privacy laws including FERPA and HIPPA regulations, only University team members with a legitimate need to know will have access to the details of an ADA file. Once a student is deemed eligible and has agreed to the negotiated accommodation, the ADA Program Coordinator will communicate the accommodation to the faculty and NCU team members as appropriate.

- Student services team members will not engage students about a disability

- If a student self-discloses a disability, the team member will acknowledge it and refer the student to the ADA coordinator
- Team members are not positioned to support requests for or determine eligibility of an ADA disclosure
- Only team members who have a legitimate need to know the details of an ADA file including the disability and associated accommodation(s) will be given such information
- Students will be referred to Disability Services Office upon disclosing a disability or asking for information regarding ADA accommodations and services
- Documentation regarding the disability and requested accommodation will be accepted by Disability Services Office only
- Non-ADA team members will not make any entries about a student's disability in NCU student systems
 - Referrals of students can be denoted in the journal as "Referred to [Name of ADA Program Coordinator]"

ADA/Section 504 Grievance Procedure

NCU has both informal and formal mechanisms for students and employees to resolve concerns about disability discrimination, denial of access to services, accommodations required by law, or an auxiliary aid they believe they should have received ("disability-related issues"). Any person who believes she or he has been subjected to discrimination based on a disability may file a grievance under this procedure. It is against the law to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Informal Process

If a student or employee has concerns about a disability-related issue, the student or employee should, but is not required to, in general, first discuss the matter with the Disability Services team, or with the individual(s) most directly responsible, such as the faculty or Team member, who has made a determination regarding the student or employee's disability-related issue. If the student or employee chooses to speak first with the individual(s) most directly responsible, but the discussion does not yield an outcome acceptable to the student or employee, or if the circumstances of the complaint are such that it would be inappropriate for the student or employee to contact the individual responsible, the student or employee should, but is not required to, consult with the Quality Assurance team lead, who will attempt to facilitate a resolution.

If the Quality Assurance team lead is not successful in achieving a satisfactory resolution, generally within ten working days from the date of the student or employee raised the disability-related issue, the Quality Assurance team lead will inform the student or employee of her/his efforts, and his or her right to file a formal grievance.

Formal Grievance

Should a student or employee feel she or he has not been treated in a fair or professional manner with regard to access and accommodations, or feels they have been discriminated against based on a disability, they are encouraged to follow the procedures below.

If the grievance is not resolved at the informal level and the grievant wishes to pursue the grievance, grievances must be submitted no more than 10 business days after the grievant receives notification that the grievance has not been informally resolved. If the grievant did not pursue informal resolution, the grievance must be submitted no more than 10 business days of the date of the event giving rise to the grievance (e.g. disability accommodation decision or the alleged discriminatory act or incident). The University will make appropriate arrangements to ensure that persons with disabilities are provided other accommodations, if needed, to participate in this grievance process. The Quality Assurance team lead will be responsible for such arrangements. The grievance must be in writing and include the following:

- The grievant's name, address, email address and phone number
- A full description of the situation
- A description of the efforts, if any, which have been made to resolve the issue informally
- A statement of the requested remedy, e.g. requested accommodation or remedy to address the alleged discrimination

The Quality Assurance director (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Quality Assurance director will maintain the files and records of the University relating to such grievances. These findings will be presented to the ADA Grievance Review Board (AGRB). The ADA Grievance Review Board (AGRB) will consist of a minimum of four committee members, including a Dean, the University Registrar, the Director, Senior Director, or VP of Student and Financial Services, and a member of Legal Affairs. If the grievant would like to address the AGRB directly, he/she must disclose this request in their formal grievance submission and provide a contact number. All grievances are heard and decided upon by the ADA Grievance Review Board. The Quality Assurance director will issue a written decision on the grievance no later than 30 days after its initial filing by the grievant.

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination based on a disability with the U.S. Department of Education, Office for Civil Rights.

Title IX Notice of Nondiscrimination

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. The Title IX Notice reads, *"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."* Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

Policy & Procedure

NCU does not discriminate on the basis of sex in its education programs and related activities, as required by Title IX guidelines. Questions regarding Title IX policies and procedures may be referred to NCU's Title IX coordinator or to the Office of Civil rights.

WHO TO CONTACT

Inquiries concerning the application of Title IX for students may be referred to the University's Title IX Coordinator at TitleIXCoordinator@ncu.edu.

NCU CODE OF CONDUCT RELATED TO HARASSMENT

NCU does not condone harassment or abusive behavior. Harassment, physical abuse, threatening comments, or intimidation of any person on University owned or controlled property or at University sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any member of the University community or any other person or persons. Such conduct includes, but is not limited to stalking, cyber stalking, harassment, and retaliation as a result of complaints or alleged misconduct.

REPORT IT

At NCU, students are encouraged to report incidents to any university official for confidential support and guidance. A team member of the University who, in the course of his or her job responsibilities, suspects the sexual or physical abuse must immediately report the incident to the law enforcement by dialing 911. If an incident of sexual assault occurs at a University location, it must be immediately reported to Human Resources.

INVESTIGATIONS

The NCU Title IX Coordinator maintains oversight for review and investigation of complaints of this nature. All investigations will adhere to practices set forth by Federal Guidelines.

PROTECTION AGAINST RETALIATION

NCU strictly prohibits retaliation by an institution, officer, employee, or agent of an institution for exercising their rights under Federal Guidelines. Retaliation includes intimidation, threats, coercion, discrimination, or any other form of retaliation.

Privacy Statement

The Board of Trustees is committed to protecting privacy of our students, full-time faculty, adjunct faculty, board members, team members, alumni, and any other stakeholders in all communications and documents in the University's possession. This information includes, but is not limited to, social security numbers, credit card numbers and check information, personal and financial information, academic transcripts from schools, academic records at this University, and/or emails. Such information belongs exclusively to the individual and cannot be released outside of the University without the prior written approval of the individual who owns these records, except as provided under the Family Educational Rights and Privacy Act (FERPA).

Student Educational Records

NCU maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by FERPA. The Act covers anyone who has enrolled at the University, including:

- Active students currently enrolled in a program
- Former students and alumni
- Administrative team members, full-time faculty members, and adjunct faculty members

When operating web sites, NCU must take special measures to ensure the confidentiality of the information is protected. A privacy statement appears on the websites that explains what information NCU may collect through our websites, why NCU collects such information, how the information is protected, and the choices stakeholders have about how NCU uses the information.

The University has the obligation to safeguard this information and to ensure the stakeholders are protected.

The University is required to keep Enrollment, Financial Aid and Disciplinary documents for up to five years and Transcript documentation indefinitely.

FERPA Rights

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information NCU may disclose to third parties without receiving prior written consent from the student via a FERPA release form, an authorized signature on another document or a lawfully issued subpoena or judicial order.

NCU Registrar's office maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by the Family Educational Rights to Privacy Act (FERPA). The Act covers anyone who is or has enrolled at the University.

Procedure to Inspect and Retrieve Education Records

Under FERPA, students have the right to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the University Registrar. Students have the option to inspect their records at the NCU Scottsdale, Arizona location and must present photo identification before access to educational records is allowed. A designated University official must be present when a student wishes to review his or her records at the Scottsdale, Arizona location.

For students who cannot reasonably travel to the NCU's Scottsdale, Arizona location, copies of records from a student's file can be made available; the student must fill out and submit the 'Request for Educational Records' form.

All records requests will be responded to within 14 days from the date of receipt of the request. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time, but in no case more than 45 calendar days after the request was made.

The cost of obtaining copies, whether paper or electronic, is \$1.25 per page, payable in advance.

Education Records

Education records are defined as official records that are directly related to a student and maintained by the University Registrar.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

Request to Correct Education Records

Students have the right to request an amendment of their education records if he/she believes the record is inaccurate or misleading. The request for amendment must be made in writing and include a notarized signature. The request may be sent to the attention of the Office of the Registrar and must identify the part(s) of the education records to be amended and specifying the reasons why the student believes the information is inaccurate or misleading.

The Office of the Registrar shall notify the student of the decision within 15 days of the receipt of the request. If the Office of the Registrar denies the student request to correct education records, the student has the right to request an appeal. All appeal requests must be submitted to the Office of the Provost and must be postmarked or emailed within 15 days after the initial denial was sent. Any requests for appeal that are sent after the 15-day deadline has passed will be denied, and the matter shall be deemed closed.

Once the Office of the Provost receives the student's appeal request he/she will render a written decision to the student within 15 days of the receipt of the request. The Office of the Provost's decision is final and is not subject to further appeal.

Disclosure of Educational Records

Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- State and Federal Regulatory Agencies
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies or crises
- State and local authorities, within a juvenile justice system, pursuant to specific State law

NCU has designated certain types of information as "Directory Information," which may be disclosed without a student's consent.

Directory Information

NCU designates the following information as directory information. (Directory information is personally identifiable information that may be disclosed without the student's consent):

- Student's name
- Home address
- State or Country of residence
- Program(s) of study
- Dates of attendance
- Course Schedules
- Dates of admission
- Degrees, certificates and awards granted
- Award dates for degrees or certificates
- Enrollment status (i.e., enrolled/active, future enrolled student, reentry, leave of absence, withdrawn)
- Undergraduate year (Freshman, Sophomore, Junior, Senior)*
- Honors or awards received
- Participation in activities officially recognized by NCU

Non-Directory Information

Non-directory information is considered any information that is not listed as directory information. This information may not be released without the prior written consent of the current or former applicant or student.

NCU will annually notify students of their rights under FERPA. Students may request nondisclosure of student directory information via a FERPA hold form, in writing, to the Office of the Registrar, Northcentral University, 8667 E Hartford Drive, Suite 110, Scottsdale, AZ 85255. Failure to request nondisclosure of directory information may result in disclosure of one or more of the above-designated categories of directory information.

*Undergraduate Year - For federal reporting purposes, the year of progress in an undergraduate program is designated according to the total number of semester credits earned towards their bachelor's degree, including units accepted in transfer (partial semester credits are rounded down):

- Freshman 0-24 semester credits
- Sophomore 25-48 semester credits
- Junior 49-72 semester credits
- Senior 73 or more semester credits

Student Grievances

In the event that a student has a complaint or dispute with the University regarding the University's application of policies and procedures, its decisions, or judgments, the student has a right to seek a satisfactory resolution through the formal avenues of a grievance.

Complaint Procedure

Students are encouraged to attempt to resolve all issues with their Academic and Finance Advisor and/or Faculty member. This procedure supports timeliness, quality, accountability, and ensures that the appropriate institutional levels are involved and resolve matters in an efficient and effective manner. Additionally, it allows those closest to the problem the ability extend the highest levels of support services.

Academic and Finance Advisors will coordinate and collaborate with required team members, department, and/or Schools in pursuit of a student's required response. This ensures that the process is in accordance with policy and reviewed by the necessary parties required to properly address the issue at the appropriate institutional level.

Expected Escalation Levels for Resolution

1. First level - Academic and Finance Advisor/ Faculty
2. Second level - Team Lead and/or Associate Director of Student and Financial Services
3. Third level - Sr. Director of Student and Financial Services/ Dean or designee
4. Fourth level - VP Student and Financial Services/ Ombudsman or Legal Affairs (depending on the nature of the issue)
5. Fifth level - Grievance

NOTE: Dissertation Students are required to work through problems and concerns with their Committee Chair. If a student is unable to resolve an issue with the Chair regarding dissertation protocols, then the student may use these resolution methods.

Grievance

A grievance is a formal complaint that has not been resolved at other levels within the University. Resolution is viewed as being afforded due diligence and has been evaluated in accordance with ethics, academic integrity, policies, regulations, and laws. A grievance is not another channel of escalation in the case a decision was not made in the student's favor.

NOTE: Appeals of final grades must use the appeal process defined in "Appealing a Final Grade" in the NCU Catalog. Review carefully the directives on appeals, as often the decisions of Deans in these matters are not grieve-able. Other Appeals include but are not limited to SAP, academic dismissal, administrative dismissal, and re-admission. Students should refer to the catalog for details on advancing these types of appeals.

Grievance Evaluation

Formal grievances are reviewed by the Provost and are considered final. Students can file a grievance through their Academic and Finance Advisor if all other steps noted above have been attempted without appropriate resolution.

NOTE: Students may not grieve the stated or published policy of NCU.

Students may file a complaint with the California Bureau for Private Postsecondary Education. A compliance may be filed by writing (Complaint Form) or calling the Bureau's Enforcement Section at the following address and telephone number:

Bureau for Private Postsecondary Education
 2535 Capitol Oaks Drive, Suite 400
 Sacramento, CA 95833
 Telephone: (916) 431-6959
 FAX: (916) 263-1897

Procedure: Filing a Grievance

Responsibility	Action
Student	<ol style="list-style-type: none"> 1. Create a written document outlining your concerns and evidence to support your assertion. Submit this documentation to your advisor who will review and share as appropriate based on a review of each unique situation. Documentation should include: <ul style="list-style-type: none"> • The complaint; • Other methods of resolution that have been used unsuccessfully to resolve this issue; • Description of events leading to the grievance; • Remedy or resolution being requested. Students are expected to allow for the due diligence of review and investigation to occur prior to submission of a follow-up or attempted escalation of the same problem.
Office of the Ombuds/ Legal Affairs	<ol style="list-style-type: none"> 2. A. If the issue requires an impartial review to determine possible solutions above and beyond the resources provided through other departments, the concern will be forwarded to the Ombudsperson or Legal Services to determine if additional parties at the functional level should participate in the review and resolution. 2. B. If it is determined that further escalation is appropriate, they will assign an investigator and conduct an investigation. 3. Contact the student to determine understanding of the matter and to attempt informal closure. If that is not possible, continue the investigation. 4. Share results of the investigation with the Provost for review and judgment if required. 5. Communicate the outcome to the individual within 20 days (including weekends)* via email or share the decision in a telephone call. (Note: If execution of proper due diligence requires more than 20 days, the university will maintain regular contact with the student to ensure he/she is aware of the status of the investigation.)

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| | 6. Provide copies of the communication to NCU departments as appropriate. Decisions made at this level are final and cannot be grieved or appealed. |
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School of Business

Mission, Vision, Pillars and Objectives

NCU's online BBA, MBA, MSOL, MHRM, MPA, DBA, DPA, PHD-BA, PHD-HRM, PHD-OL, and Certificate programs are accredited by WASC Senior College and University Commission (WSCUC). In addition to regional accreditation from WASC Senior College and University Commission (WSCUC), NCU's BBA, MBA, DBA, and PhD-BA degree programs in the School of Business are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Mission Statement

The School of Business is committed to preparing its students to make ethical and professional contributions in their chosen fields of study. While under the guidance of highly credentialed faculty, students will acquire the knowledge, skills, and competencies required of a global community.

Vision Statement

The School of Business strives to achieve online academic excellence by providing innovative educational opportunities and professional solutions in the changing world of management, leadership, and service.

Pillars

These three pillars support all Business degree programs and courses:

- Effective Leadership - knowledge, skill sets, and competencies
- Reflective Practitioner - critical thinking, analysis, and evaluation
- Effective Communication Skills - oral, written, computer, and interpersonal

Objectives

- Create a collaborative learning environment
- Assess progress and mastery of knowledge, skills, and competencies
- Serve students well
- Offer effective advising and student services
- Deliver personalized instruction in a variety of undergraduate, graduate, and doctoral specializations
- Help students to bridge the gap between academic theory and real-life practice in organizations
- Ensure that graduates have addressed the 11 Common Professional Components (CPCs), as appropriate, in order to make business education more practical and multidisciplinary, including the following common professional components: marketing, finance, economics, ethics, accounting, management, legal environment, statistics, global dimensions, information systems, and business policies of comprehension

- Facilitate cognitive and effective learning - knowledge, skills, and values - and a commitment to the common public good
- Promote innovative learning methods

Bachelor of Business Administration, BBA

Description of Program

The Bachelor of Business Administration (BBA) program provides a broad and encompassing academic degree based on significant and substantial undergraduate level of exploration in two distinct specialization, general business, and leadership. This program will prepare our undergraduates for employment and/or graduate school by offering a wide range of fundamental courses and specialized courses. This degree is designed as a FastForward track that allows a student to transfer up to 12 credit hours (4 courses) to the MBA, MSOL, and MSTIM programs (see BBA Specializations for additional information).

Learning Outcomes

- Assess a business for its competitive position within its environment
- Discuss ideas and arguments associated with business issues
- Analyze the challenges and opportunities presented by the global business environment
- Examine ethics, legal compliance, and social responsibility in a business organization
- Apply business knowledge in addressing real-world problems

Basis for Admissions

Admission to the Bachelor of Business Administration program requires a conferred Associate of Arts (AA) or Associate of Science (AS) with a minimum of 60 transferrable credit hours which include 36 hours of general education, and/or conferred bachelor's level degree from a regionally or nationally accredited academic institution with a cumulative 2.0 grade point average (GPA) on a 4.0 scale.

–OR–

An official high school transcript, or the equivalent of a high school diploma* AND an official academic transcript from a regionally or nationally accredited institution, which indicates the applicant has successfully completed at least 60 semester transfer credits as defined in the Transfer of Credit policy, with a cumulative 2.0 grade point average on a 4.0 scale, and has met all general education requirements needed for a NCU bachelor's degree before entering NCU.

Note: *Acceptable equivalents of a high school diploma include a) official proof of a General Education Development Certificate (GED) or b) an official State certificate received by a student after the student has passed a State-authorized examination that the State recognizes as the equivalent of a high school diploma. Homeschooled students must abide by the state statutes or regulations governing homeschools and, if applicable, must provide documentation of the applicant's participation in the homeschooling process.

General Degree Requirements

The Bachelor of Business Administration degree requires 120 semester credit hours.

- Grade Point Average of "C," 2.0, or higher.
- Official transcripts on file for all transfer credit hours accepted by the University.
- Official documents on file for basis of admission.

- All financial obligations to the University paid in full.

The University may accept a maximum of 90 semester credit hours in transfer toward the bachelor's degree for coursework completed at an accredited or approved college or university with a grade of "C" or better.

Credit Hour Requirements

The Bachelor of Business Administration program requires students to have an AA or AS Degree.

A minimum of 60 credit hours can be accepted from the Associates provided all General Education requirements have been satisfied.

- 60 – Credit Hours from Transfer Credits (AA or AS degree)
- 33 – Credit Hours for Core Courses*
- 12 – Credit Hours for Bridge Specialization Electives
- 12 – Credit Hours for Undergraduate Electives*
- 3 – Credit Hours for Business Capstone Course
- Total - 120 credit hours

* Course requirements may vary depending on previously completed coursework and transfer eligibility requirements.

Time to Completion

Normal time to completion for this program is 55 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our Academic and Finance Advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying the minimum required transfer credits, can expect to finish in as little as 30 months.

Foundational Degree Requirements

Business graduates are expected to have a basic knowledge of economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business. Business students share the 11 Common Professional Components (CPCs) required by ACBSP accreditation.

Students in the BBA program are required to demonstrate competency in the areas listed below:

- Research Writing Competency - BBA students are required to show competency in writing skills for research purposes through their NCU coursework.
- Computer Competency - BBA students are required to use appropriate computer skills that are necessary in writing research papers. Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents.

Students assume full responsibility for understanding both the fundamental and specialization requirements of each program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit

hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

Graduate-level coursework completed in the BBA program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Master's degree program.

Required Foundations courses must be taken first and in sequence.

The BBA degree is designed as a FastForward Track to the Master of Business Administration, Master of Science in Organizational Leadership, or Master of Science in Information Technology if students decide to pursue a graduate degree. The specializations for this degree are comprised of graduate-level courses that may apply for the respective graduate degree program upon completion of the BBA.

Note: Graduate-level coursework completed in the BBA program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Master's degree program.

Note: Enrollment in the BBA does not guarantee admission into a graduate program. Students must meet required Basis for Admissions (BFA) requirements as outlined in the University Catalog for specific master's degree programs.

Business Core Courses - 33 credit hours

- BBA-4020 - The Dimensions of Global Business
- BBA-4019 - Ethics in Business
- ACT-4050 - Managerial Accounting
- BBA-3001 - Basic Business Law
- BBA-3003 - Computer Information Systems
- BBA-3004 - Economics
- BBA-4000 - Essentials of Marketing
- BBA-4004 - Supervisory Management
- BBA-4003 - Money, Banking, and Business Finance
- BBA-4002 - Essentials of Human Resources Management
- BBA-4025 - Introduction to Basic Statistical Analysis

Undergraduate Electives - 12 credit hours

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Students may select any undergraduate NCU course to fulfill this requirement. Your Academic and Finance Advisor can assist you in choosing courses applicable to your career goals.

Business Capstone Course - 3 credit hours

SKS-4001 is the last course students take within the BBA

- SKS-4001 - Comprehensive Strategic Knowledge Studies

Business Leadership Specialization

The Bachelors in Business Leadership degree specialization focuses leadership theories and practices, leadership and organization strategy, dealing with crises and how to communicate, leading people, processes, and organizational health and managerial decision-making.

Specialization Courses – 12 credit hours

- MSOL-5000 - Leadership Development and Practice
- MSOL-5103 - People, Processes, and Organizational Health
- MSOL-5104 - Leadership: Change, Crises, and Communication
- MSOL-5105 - Leadership and Organization Strategy

Note

Courses taken to satisfy the core course requirements may not be counted toward these specializations.

Business Management Specialization

The Bachelors in Business Management degree specialization focuses on what business managers will face and need to know in the 21st century, how to manage a business by properly managing people and teams, and how to manage the day-to-day and long-term operations of a business.

Specialization Courses – 12 credit hours

- MBA-5102 - Changing Times - Business in the 21st Century
- MBA-5110 - Managing People and Teams
- MBA-5121 - Managerial Decision-Making
- MBA-5140 - Operations Management

Technology & Innovation Management Specialization

The Bachelors in Technology and Innovation Management degree specialization allows students to study cutting-edge technologies and put those technologies to work in their organizations. Students may select any electives they wish from those listed, but if a specific master's degree is desired, students should contact their advisors to select electives that will work with the desired master's program.

Specialization Courses – 12 Credit Hours

Required Course - 3 Credits

- TIM-5001 - Principles of Technology Innovation Management
- Select one course from the following - 3 credits
- TIM-6101 - Principles of Computer Science
 - TIM-6110 - Programming Languages & Algorithms
 - TIM-6301 - Principles of Cybersecurity
 - TIM-6501 - Quantitative Methods for Data Analytics and Business Intelligence
 - TIM-6601 - IT Project Management
- Select one course from the following - 3 credits
- TIM-5010 - Computer Networks & Mobile Computing
- TIM-6120 - Distributed Systems
 - TIM-6310 - Cyber Forensics
 - TIM-6510 - Data Visualization
 - TIM-6210 - Quality Management
 - TIM-6410 - Cloud Computing
- Required Project Course - 3 Credits
- TIM-6610 - Leadership in Project Management

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program. With the exception of the General Business specialization, each Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis for Admissions

Admission to the Post-Bachelor's Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program.
- Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version.
- Applying Post-Baccalaureate Certificate coursework towards a master's degree may only occur once during a student's tenure.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

Time to Completion

Normal time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

NCU allows 2 years to complete all Post-Baccalaureate Certificate.

Students who are unable to complete the degree program within the stated time limit are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a master's program in a school other than the school from which the student obtained the Post-Baccalaureate Certificate, the university does not guarantee that any of the courses will be transferable to a program of another NCU School.

EXAMPLE: Student obtains a Post-Baccalaureate Certificate through the School of Business, but wants to obtain a master's degree through the School of Psychology. In these cases, the School Dean (from the School in which the student wants to obtain the master's degree) will review the Post-Baccalaureate Certificate courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the master's degree.

Prerequisite: A bachelor's degree in any field from an accredited institution will satisfy admissions requirements.

Post-Baccalaureate Certificate – Entrepreneurship

This Post-Baccalaureate Certificate takes students beyond the classroom, allowing them to build and test their entrepreneurial ideas in real-world settings. The entrepreneurship courses will integrate all business disciplines, including marketing, finance, operations, and strategy. The courses are designed to help students develop skills in building businesses, investing in businesses, raising capital, and evaluating business opportunities. Specifically, the students in this Post-Baccalaureate Certificate will focus on analysis, decision-making and business planning and benefit from the perspectives of both academic and adjunct faculty, working together to provide integrated and relevant curriculum including an understanding of the latest business trends and techniques.

Required Courses - 12 credit hours

Select 4 courses from the following:

- ENT-5000 - Innovation - The Entrepreneur and Intrapreneur
- ENT-5001 - Strategic Market Assessments
- ENT-5002 - New Venture Formation
- ENT-5004 - Sustainable Business Practices

Post-Baccalaureate Certificate – Financial Management

This Post-Baccalaureate Certificate explores relevant financial analysis of financial and non-financial organizations. The focus is assessment of financial statements, foreign exchange issues, risk, and investment management.

Required Courses - 12 credit hours

- FIN-5012 - Corporate Finance
- FIN-5013 - Investment Management
- FIN-5015 - Financial Statement Analysis
- FIN-5016 - International Finance

Post-Baccalaureate Certificate – General Business

The General Business Post-Baccalaureate Certificate allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 12 credit hours for the Post-Baccalaureate Certificate in General Business. Students must take at least two business courses from any of the business focused courses offered in the MBA program and may take an additional course from a Post-Baccalaureate Certificate offered in other fields (Psychology, Technology and/or Education) to fulfill their General Business certificate requirement.

Recommended Courses - 12 credit hours

- FIN-5012 - Corporate Finance
- HRM-5008 - Legal Issues in Human Resources Management
- IB-5012 - International Economics
- ENT-5000 - Innovation - The Entrepreneur and Intrapreneur

Post-Baccalaureate Certificate – Project Management

This Post-Baccalaureate Certificate explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing professional disciplines. Students examine all aspects of company projects including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization. The Post-Baccalaureate Certificate provides curriculum for students aspiring to take on project management responsibilities. This Post-Baccalaureate Certificate focuses on risk management, procurement, and project monitoring and control.

Required Courses - 12 credit hours

- PM-6000 - Project Procurement Management
- PM-6004 - Project Risk Management
- PM-6008 - Project Monitoring and Control
- PM-6020 - Management, Leadership and Team Building in the Project and Program Environment

Master of Business Administration, MBA

Description of Program

The Master of Business Administration (MBA) includes exposure to a variety of business disciplines. Students in this program will critically analyze a broad range of theories, current trends, practices, and knowledge specific to their discipline.

Learning Outcomes

- Evaluate the health of an organization
- Effectively communicate - in media appropriate to purpose, occasion and audience - ideas and arguments associated with business issues
- Evaluate the challenges and opportunities presented by the global business environment
- Evaluate legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business
- Deliver effective business solutions

Basis for Admissions

Admission to the Master of Business Administration program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution (including the NCU BBA degree). In addition to these general requirements, MBA applicants have two options for entering the program:

1. **Direct Entry** - Individuals with a previously completed bachelor's degree in business from a regionally or nationally accredited academic institution may immediately begin the MBA program.

Note: Students who complete NCU's BBA bridge path in Business Management may be eligible to apply four graduate-level courses from the BBA program to the MBA program. Graduate-level courses completed in the BBA bridge path must be completed with a grade point average of 3.0 (grade of "B") or better.

2. **Evaluation Track** - Individuals who do not meet direct entry requirements will begin their degree plan with MBA-5102 - Changing Times - Business in the 21st Century, followed by SKS-5001 - Comprehensive Strategic Knowledge Studies, and upon successful completion of SKS -5001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS -5001 course. This can be discussed with your enrollment or academic and finance advisor.

Students who enter through the evaluation track and do not immediately test out of SKS -5001 prior to having the course placed in their degree plan are not permitted to participate in the Accelerated MBA program.

Degree Requirements

The Master of Business Administration requires 30 credit hours for degree completion. The MBA program includes 18 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental business skills. The next 9 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Specialization courses must be appropriate to the student's degree program. Students end the program with a 3 credit-hour capstone course.

Students in the MBA program are required to demonstrate competency in the areas listed below:

- Research - MBA students are required to show competency in writing skills for research purposes through their NCU coursework.
- Computer Competency - MBA students are required to use appropriate computer skills that are necessary in writing research papers. Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents.

Students assume full responsibility for understanding both the foundational, specialization, and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Business Administration for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Note: Students with a conferred BBA degree from NCU who complete graduate-level coursework with a grade of "B" or better to satisfy undergraduate specialization credit hours may be eligible to apply up to 12 graduate-level credit hours from the BBA program to the MBA program. Please see the Bachelor of Business Administration program for program-specific course requirements.

Time to Completion

NCU allows 5 years to complete all 30 credit hour master's programs.

Normal time to completion for this program is 41 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Accelerated MBA Scheduling Track

Within the MBA program, the School of Business offers an Accelerated scheduling track. The Accelerated MBA is not an alternative program, but is a scheduling option designed for students capable of completing an intense, fast-paced and highly challenging graduate course structure. Students considering the Accelerated MBA track are strongly encouraged to first think about their availability for study-time, work schedule or any other outside activities that may interfere with course participation, and their ability to learn in a rapidly moving academic environment. Students who enter and successfully complete the Accelerated MBA track will graduate in 12 months with a Master of Business Administration degree.

Like the non-Accelerated MBA, students are required to complete 30 credit hours, which include 18 credit hours of foundation course work, 9 credit hours of courses from their chosen specialization, and a 3 credit hour program capstone course. The second course, MBA -5110, is staggered four weeks following the start of the first course, MBA -5102. The last course in the Accelerated MBA track, MBA -6010, starts four weeks following the start of MGT -5002. All other courses are taken in pairs (see course schedule).

Any student transferring out of the Accelerated MBA track into the non-Accelerated MBA or vice-versa must work with his or her assigned Academic and Finance Advisor to complete the process. Students in the non-Accelerated MBA can only transfer into the Accelerated MBA track within the first four weeks of the first course.

Week	Courses									
1-8	MBA-5102									
5-12		MBA-5110								
13			Break							
14-21				MBA-5121						
				MBA-5130						
22					Break					
23-30						MBA-5140				
						MBA-5150				
31							Break			
								Specialization Course (1)		
32-39								Specialization Course (2)		
40									Break	
41-48										Specialization Course (3)
45-52										MBA-6010

Course Sequence

Students who complete at least 9 semester credit hours in a single area of specialization at NCU (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

All Master of Business Administration (MBA) programs require the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

In some cases, specialization courses listed on the initial degree plan can be changed at the student's request. Please contact your Academic Finance Advisor for more information.

The Admissions and Evaluation team will schedule any additional courses needed to satisfy entry track requirements.

- SKS -5001 for students without a business degree

- MBA-5102 - Changing Times - Business in the 21st Century
- SKS-5001 - Comprehensive Strategic Knowledge Studies * Entry Track Students
- MBA-5110 - Managing People and Teams
- MBA-5121 - Managerial Decision-Making
- MBA-5130 - Managing Business Finances
- MBA-5140 - Operations Management
- MBA-5150 - Innovation and Marketing
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MBA-6010 - Strategic Planning

Applied Computer Science Specialization

Technology trends change rapidly, resulting in the need for companies to look for skilled professionals who possess advanced knowledge of contemporary applied computer science methods. Many advanced managerial roles exist in this dynamic field that require specialized management training, including technical project managers, lead programmers, lead systems administrators, and lead network administrators. The curriculum for the Master's program in Applied Computer Sciences is designed to provide preparation for professional careers with an emphasis in various technology management tracks for specialized job roles.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- CS-5003 - Computer Graphics
- CS-5005 - Database Management
- CS-5013 - Programming Languages
- MIS-5005 - Local Area Networks (LAN)

Computer and Information Security Specialization

The requirement for computer security knowledge increases as new techniques and technologies are developed. Threats to the strengths of the existing protections in systems and network perimeters must be constantly upgraded. This specialization enables students to examine realistic examples of the crucial links between security theory and the day-to-day security challenges to IT environments. The focus is to provide students the ability to ascertain the essentials of

security threats, information assurance and security management in corporations. This specialization also examines the field of cyber-forensics including the dangers of cyber terrorism and the evolving U.S. policy response. At the end of the Computer and Information Security specialization, students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- CIS-5000 - Introduction to Computer Security
- CIS-5002 - Corporate Computer and Network Security
- CIS-5003 - Cyber Forensics: Collecting, Examining, and Preserving Evidence of Computer and Information Crimes
- CIS-5004 - Introduction to Systems Certification and Accreditation
- CIS-5005 - Cyber terrorism, Information Warfare, and Critical Infrastructure Protection
- CIS-5008 - Risk Management in Information Assurance and Security
- CIS-5009 - Legal and Ethical Issues in Information Security
- CIS-5010 - Contingency Planning and Disaster Recovery for the Security Professional

Criminal Justice Specialization

The Criminal Justice specialization explores the dynamic nature of the global multicultural network connecting distinct legal traditions and codes, both domestically and internationally, and their connection to criminal activity, law enforcement response, ethics, and the legal system. This specialization focuses on developing advanced competencies and analytical capability for those seeking management and leadership positions in correctional institutions, law enforcement, and the court system. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- CJ-5101 - Introduction to Criminal Justice
- CJ-5002 - Juvenile Offender
- CJ-5004 - Organized Crime
- CJ-5006 - Drugs, Values, and Society
- CJ-5007 - Current Issues in Law Enforcement
- CJ-5011 - Survey of Forensic Sciences

Entrepreneurship Specialization

This forward-looking entrepreneurship specialization curriculum takes students beyond the classroom, allowing them to build and test their entrepreneurial ideas in real-world settings. The entrepreneurship courses will integrate all business disciplines, including marketing, finance, operations, and strategy. The courses are designed to help students develop skills in building businesses, investing in businesses, raising capital, and evaluating business opportunities. Specifically, the students in this specialization will focus on analysis, decision-making and business planning and benefit from the perspectives of both academic and adjunct faculty, working together to provide integrated and relevant curriculum including an understanding of the latest business trends and techniques. The student will come to the specialization with a new venture product or service identified.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- ENT-5000 - Innovation - The Entrepreneur and Intrapreneur
- ENT-5001 - Strategic Market Assessments
- ENT-5002 - New Venture Formation
- ENT-5003 - Venture Capital and Private Equity
- ENT-5004 - Sustainable Business Practices
- ENT-5005 - New Venture Business Plan Creation

Financial Management Specialization

This specialization explores relevant financial analysis of financial and non-financial organizations. The focus is assessment of financial statements, foreign exchange issues, risk, and investment management. At the end of the Financial Management specialization, students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- FIN-5012 - Corporate Finance
- FIN-5013 - Investment Management
- FIN-5014 - Financial Institutions
- FIN-5015 - Financial Statement Analysis
- FIN-5016 - International Finance
- FIN-5018 - Accounting for Nonprofit Organizations

General Business Specialization

The General Business specialization allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 9 credit hours for the specialization in General Business and take the program capstone course. Students may take business courses at the 5000 and 6000 level to fulfill their specialization requirements.

Specialization Courses – 9 credit hours

Select 3 courses from the following recommended* course list:

- FIN-5012 - Corporate Finance
- HRM-5004 - Supervisory Concepts and Practices
- IB-5012 - International Economics
- ENT-5000 - Innovation - The Entrepreneur and Intrapreneur

Note

*Recommended courses for the general business specialization are listed above. Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. However, students are encouraged to choose their elective courses based on personal and professional goals, and to work with their Academic and Finance Advisor to revise their degree plan.

Healthcare Administration Specialization

Graduates in healthcare administration are in demand in hospitals, health maintenance organizations, health insurance companies, government and public health agencies, and social service agencies. The focus is to develop essential managerial knowledge and skills in financial management, legal and ethical issues of healthcare, and to examine and develop health care policies. At the end of the Healthcare Administration specialization program, students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- HCA-5012 - Healthcare Financial Management
- HCA-5013 - Healthcare Legal and Ethical Issues
- HCA-5014 - Healthcare Policy Analysis and Development
- HCA-5015 - Healthcare Administration Principles and Practices
- HCA-5017 - Total Quality Management in Healthcare
- HCA-5021 - Comparative Healthcare Systems

Homeland Security Specialization

This specialization is designed to prepare senior managers of law enforcement, public safety, and emergency medical care and disaster preparedness agencies for positions of executive leadership in the field of homeland security. Courses will span the spectrum of management, budgetary rules, personnel, and critical issues relating to crisis management and terrorism. The final specialization project will assess competencies learned within the previous specialization courses.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- HS-5101 - Introduction to Homeland Security
- HS-6001 - Homeland Security Transportation
- HS-6002 - International Crime and Terrorism
- HS-6003 - Homeland Security Risk Management
- HS-6020 - Maritime Terrorism

Human Resources Management Specialization

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resource management, and address the increasing human resource issues in the global economy. The final specialization project will assess competencies learned within the previous specialization courses.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- HRM-5001 - Recruitment and Human Resources Information Systems
- HRM-5002 - Compensation Issues in Human Resources Management
- HRM-5003 - Labor Relations
- HRM-5004 - Supervisory Concepts and Practices
- HRM-5008 - Legal Issues in Human Resources Management

International Business Specialization

This specialization covers the essential elements required to understand and manage multi-national and international organizations. Individuals interested in international management positions and/or teaching in post-secondary institutions of higher education at home and abroad would benefit from this program. The specialization focuses on international law, economics, marketing, TQM in International Business, and strategic management to prepare individuals as leaders and managers in the international context.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- IB-5012 - International Economics
- IB-5013 - International Marketing
- IB-5014 - Cultural Environment of International Business
- IB-5016 - Global Business Strategic Management
- IB-5017 - International Business Law

Management Information Systems Specialization

This specialization focuses on development and management of information systems, data, telecommunication systems, and LAN/WAN networks, from both a management and computer system perspective. This curriculum is designed for administrators, managers, and consultants using computer information systems to enhance the management process and business outcomes. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MIS-5000 - Management Information Systems
- MIS-5002 - Database Management Systems
- MIS-5004 - Telecommunications Management
- MIS-5005 - Local Area Networks (LAN)
- MIS-5011 - Computer Management Consulting

Management of Engineering and Technology Specialization

This specialization focuses on issues relating to principles of productivity, quality management, improving productivity through technology, and environmental systems management. The final specialization project will assess competencies learned within the previous specialization courses.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MET-5000 - Principles of Productivity
- MET-5002 - Applied Systems Theory
- MET-5010 - Quality Management
- MET-5016 - Improving Productivity Through Technology
- MET-5017 - Emerging Technologies
- MET-5020 - Management of Technology

- MET-5023 - Managing the Research and Development Organization

Management Specialization

This specialization focuses on the leadership functions of environmental and legal compliance, dealing with contemporary policy issues in business, economics, and marketing management. Students gain conceptual oversight into the modern practice of management and strong understanding of how to apply the theory they read in the classroom to practice in the business environment. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MGT-5000 - Business Organization and Management
- MGT-5002 - Marketing Management
- MGT-5007 - Strategic Management
- MGT-5010 - Leadership in Organizations
- MGT-5016 - Managing Change
- MGT-5022 - Organizational Development
- MGT-5025 - Total Quality Perspectives in Management
- MGT-5027 - Legal Implications in Management

Marketing Specialization

The Marketing specialization at the graduate level moves beyond fundamentals by focusing upon marketing management and marketing research. Students will focus on customer strategic marketing as it encompasses relationship management, advertising and promotion, customer behavior, and product management. The final specialization project will assess competencies learned within the previous specialization courses.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MKT-5000 - Service Marketing
- MGT-5002 - Marketing Management
- MKT-5002 - Customer Relationship Management
- MKT-5003 - Advertising and Promotion
- MKT-6001 - Product Management

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing professional disciplines. Students examine all aspects of company projects including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization. The graduate specialization provides curriculum for students aspiring to take on project management responsibilities. This specialization focuses on risk management, procurement, monitoring, and multi-project management. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- PM-6000 - Project Procurement Management
- PM-6004 - Project Risk Management
- PM-6008 - Project Monitoring and Control
- PM-6012 - Management of Multiple Projects
- PM-6016 - Earned Value Project Management
- PM-6020 - Management, Leadership and Team Building in the Project and Program Environment

Public Administration Specialization

This specialization focuses on acquiring the administrative knowledge and skills in such diverse areas as budgeting, government relations, personnel policies, politics, and urban planning. Practicing public administrators, as well as those seeking entry into public administration and related fields, will benefit from this curriculum. Students focus on a wide range of skills needed by the public administrator overseeing local, state, and federal government management. This specialization examines budget preparation, government relations, personnel policies, politics, and urban planning. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- PUB-5000 - Introduction to Public Administration
- PUB-5002 - Government and the Public Interest
- PUB-5005 - Public Budgeting and Finance
- PUB-5007 - Quality Management in Public Administration
- PUB-5009 - Public Program Evaluation

Strategic Management Specialization

This specialization is designed for the student to develop the knowledge and understand the importance of strategic management in order for their organization to maintain a competitive advantage and sustainability through continuous strategic planning, decision-making, monitoring, analysis, and assessment of the global, technology, and social environment in a constantly changing marketplace and international economy. This specialization applies proper strategic management understanding through the formation of leadership skills, short and long-term goal setting for the organization, understanding organizational strengths and weaknesses, problem solving expertise, and strategic resource allocation.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- ENT-5001 - Strategic Market Assessments
- IB-5016 - Global Business Strategic Management
- MGT-5007 - Strategic Management

Master of Science in Organizational Leadership, MSOL

Description of Program

The Master of Science in Organizational Leadership (MSOL) program provides students with the knowledge to evaluate personal leadership skills and the components of leadership that contribute to the health of an organization, as well as how to apply leadership best practices in an organization.

Learning Outcomes

- Assess the current state of leadership practice within a given profession
- Evaluate the components of leadership that contribute to the health of an organization
- Apply best leadership practices within a given organization
- Evaluate themselves as leaders

Basis for Admissions

Admission to the Master of Science in Organizational Leadership (MSOL) program requires a conferred bachelor's degree from a regionally or nationally accredited academic institution (including the NCU BBA degree).

Note: Students who complete NCU's BBA bridge path in Business Leadership may be eligible to apply four graduate-level courses from the BBA program to the MBA program. Graduate-level courses completed in the BBA bridge path must be completed with a grade point average of 3.0 (grade of "B") or better.

Degree Requirement

The Master of Science in Organizational Leadership is a 30 credit program comprised of 18 core credits, 9 specialization credits and 3 capstone credits. Graduates of the NCU program must complete 30 credit hours. Students may select a discipline-specific specialization of their interest.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Science in Organizational Leadership for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Note: Students with a conferred BBA degree from NCU who complete graduate-level coursework with a grade of "B" or better to satisfy required undergraduate specialization credit hours may be eligible to apply up to 12 graduate-level credit hours from the BBA program to the MSOL program. Please see the Bachelor of Business Administration program for program-specific course requirements.

Time to Completion

NCU allows 5 years to complete all 30 credit hour master's programs.

Normal time to completion for this program is 23 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Accelerated MSOL Scheduling Track

Within the MSOL program, the School of Business offers an Accelerated MSOL scheduling track. The Accelerated MSOL is not an alternative program, but is a scheduling option designed for students capable of completing an intense, fast-paced, and highly challenging graduate course structure. Students considering the Accelerated MSOL track are strongly encouraged to first think about their availability for study-time, work schedule or any other outside activities that may interfere with course participation, and their ability to learn in a rapidly moving academic environment. Students who enter and successfully complete the Accelerated MSOL track will graduate in 12 months with a Masters of Organizational Leadership degree.

Like the non-Accelerated MSOL, students are required to complete 30 credit hours, which include 18 credit hours of foundation course work. Additionally, the Accelerated MSOL requires 9 credit hours in prescribed content courses beyond the foundation courses and a 3 credit-hour capstone program course. The second course, MSOL -5102 is staggered four weeks following the start of the first course, MSOL-5000. The last course in the Accelerated MSOL track, MSOL -5110 starts four weeks following the start of the last specialization course. All other courses are taken in pairs (see course schedule).

Students who start in the Accelerated MSOL track may reschedule their courses and continue their studies in the non-Accelerated MSOL track. Students who opt out of the Accelerated MSOL track, regardless of reason, will not be permitted back into the Accelerated track and will lose any promotional benefits, which may have been in effect at the time of initial enrollment.

Any student transferring out of the Accelerated MSOL track into the non-Accelerated MSOL or vice-versa must work with his or her assigned Academic and Finance Advisor to complete the process. Students in the non-Accelerated MSOL can only transfer into the Accelerated MSOL track within the first four weeks of the first course.

Students who fail a course in the Accelerated MSOL are immediately dismissed from the Accelerated track and must transfer to the non-Accelerated track if they want to continue in the MSOL program. Academic Leaves of Absences (ALOAs) are not permitted in the Accelerated MSOL track. Students who require an ALOA may request one with the understanding that they must move to the non-Accelerated track upon their return.

COURSE SEQUENCE

Week	Courses								
1-8	MSOL-5000								
5-12	MSOL-5102								
13		BREAK							
14-21			MSOL-5103						
			MSOL-5104						
22				BREAK					
23-30					MSOL-5105				
					MSOL-5106				
31						BREAK			
32-39							Specialization Course (1)		
							Specialization Course (2)		
40								BREAK	
41-48									Specialization Course (3)
45-52	MSOL-5110								

Course Sequence

Students who complete at least 9 semester credit hours in a single area of specialization at NCU (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

All MSOL programs require the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

In some cases, specialization courses listed on the initial degree plan can be changed upon the student's request. Please contact your Academic and Finance Advisor for more information.

- MSOL-5000 - Leadership Development and Practice
- MSOL-5102 - Ethics and Decision Making
- MSOL-5103 - People, Processes, and Organizational Health
- MSOL-5104 - Leadership: Change, Crises, and Communication
- MSOL-5105 - Leadership and Organization Strategy
- MSOL-5106 - Understanding Data
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MSOL-5110 - Capstone Professional Project

Criminal Justice Specialization

The Criminal Justice specialization explores the dynamic nature of the global multicultural network connecting distinct legal traditions and codes, both domestically and internationally, and their connection to criminal activity, law enforcement response, ethics, and the legal system. This specialization focuses on developing advanced competencies and analytical capability for those seeking management and leadership positions in correctional institutions, law enforcement, and the court system. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MSOL-5201 - Introduction to Criminal Justice
- MSOL-5202 - Current Issues in Law Enforcement
- MSOL-5203 - Survey of Forensic Sciences

General Organizational Leadership Specialization

The General Organizational Leadership specialization allows students to select courses from a broad range of electives to fit their personal and professional goals.

Graduates in this specialization have the flexibility to tailor a combination of specialized courses in order to meet the demands of their leadership role. At the end of the program, students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for the intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MSOL-5111 - Introduction to Public Administration
- MSOL-5112 - Public/Government Relations
- MSOL-5113 - Quality Management in Public Administration
- MSOL-5201 - Introduction to Criminal Justice
- MSOL-5202 - Current Issues in Law Enforcement
- MSOL-5203 - Survey of Forensic Sciences
- MSOL-5301 - Healthcare Legal and Ethical Issues
- MSOL-5302 - Healthcare Policy Analysis and Development
- MSOL-5303 - Comparative Healthcare Systems
- MSOL-5701 - Project Risk Management
- MSOL-5702 - Earned Value Project Management
- MSOL-5703 - Management, Leadership and Team Building in the Project and Program Environment
- MSOL-5801 - The Nonprofit Sector: History, Trends, and Theories
- MSOL-5802 - Nonprofit Strategic Management and Leadership
- MSOL-5803 - Philanthropy and Fundraising in Nonprofits
- MSOL-5804 - Nonprofit Board Governance and Management
- MSOL-5901 - Recruitment and Human Resources Information Systems
- MSOL-5902 - Supervisory Concepts and Practices
- MSOL-5903 - Legal Issues in Human Resources Management

Health Care Administration Specialization

Graduates in health care administration are in demand in hospitals, health maintenance organizations, health insurance companies, government and public health agencies, and social service agencies. The focus is to develop essential managerial knowledge and skills in financial management, legal and ethical issues of health care, and to examine and develop health care policies. At the end of the Health Care Administration specialization program, students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MSOL-5301 - Healthcare Legal and Ethical Issues
- MSOL-5302 - Healthcare Policy Analysis and Development
- MSOL-5303 - Comparative Healthcare Systems

Human Resources Management Specialization

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resource management, and address the increasing human resource issues in the global economy. The final specialization project will assess competencies learned within the previous specialization courses.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MSOL-5901 - Recruitment and Human Resources Information Systems
- MSOL-5902 - Supervisory Concepts and Practices

- MSOL-5903 - Legal Issues in Human Resources Management

Nonprofit Management Specialization

In this specialization, students learn the fundamental principles of nonprofit management by exploring the roles and responsibilities of the management team and their efforts to maximize fundraising opportunities and maintain healthy budgets. Other areas that are covered include revenue generation, legal foundations, recruitment and management of volunteers, and promotion and marketing. Contemporary topics including diversity and ethics are also examined

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MSOL-5801 - The Nonprofit Sector: History, Trends, and Theories
- MSOL-5802 - Nonprofit Strategic Management and Leadership
- MSOL-5803 - Philanthropy and Fundraising in Nonprofits
- MSOL-5804 - Nonprofit Board Governance and Management

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing professional disciplines. Students examine all aspects of company projects including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization. The graduate specialization provides curriculum for students aspiring to take on project management responsibilities. This specialization focuses on risk management, procurement, monitoring, and multi-project management. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MSOL-5701 - Project Risk Management
- MSOL-5702 - Earned Value Project Management
- MSOL-5703 - Management, Leadership and Team Building in the Project and Program Environment

Public Administration Specialization

This specialization focuses on acquiring the administrative knowledge and skills in such diverse areas as budgeting, government relations, personnel policies, politics, and urban planning. Practicing public administrators, as well as those seeking entry into public administration and related fields, will benefit from this curriculum. Students focus on a wide range of skills needed by the public administrator overseeing local, state, and federal government management. This specialization examines budget preparation, government relations, personnel policies, politics, and urban planning. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MSOL-5111 - Introduction to Public Administration
- MSOL-5112 - Public/Government Relations

- MSOL-5113 - Quality Management in Public Administration

Master of Legal Studies, MLS

Description of Program

The Master of Legal Studies program (MLS) is a 33 credit-hour program consisting of 11 courses. The MLS program is designed to meet the needs of business or academic professionals such as educators, managers, HR professionals, or counselors, whose work intersects with, and is greatly impacted by, the law. MLS students learn the foundations of U.S. law and develop their skills in critical thinking, legal research and analysis, and communication of findings and positions to identified audiences. These skills are based in the Core Competencies articulated by the American Association for Paralegal Education (AAfPE).

Note: Program availability may vary by state - please contact the Enrollment Office for more information

Learning Outcomes

- Evaluate the role of law and legal systems in the 21st century
- Explain issues and concepts associated with law and legal systems
- Apply ethical principles and the Professional Code of Responsibility in professional conduct and decision-making
- Assess information in terms of its efficacy in solving problems encountered in a legal environment
- Create documents, reports, and solutions based on legal research

Basis for Admissions

Admission to a Master's program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution.

Time to Completion

NCU allows 5 years to complete all 30 credit hour master's programs.

Normal time to completion for this program is 41 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

- MLS-5000 - Introduction to Legal Studies

- MLS-5100 - Legal Research and Writing I
- MLS-5300 - Ethics for the Legal Professional
- MLS-5260 - Legal Research and Writing II
- MLS-5450 - American Constitutional Law
- MLS-5470 - Civil Actions I
- MLS-5480 - Criminal Actions
- MLS-5490 - Civil Actions II
- MLS-5800 - Advanced Topics in Torts Law
- MLS-5820 - Advanced Topics in Contracts Law
- MLS-6000 - MLS Capstone Project

Master of Science in Accounting, MS

Description of Program

The Masters of Science in Accounting (MSA) degree is built for individuals looking to advance in their current career or who are interested in the field of accounting, finance, or business management. The program design is focused on the CPA exam in order to maintain relevancy with the accounting profession and certification standards.

Learning Outcomes

- Apply knowledge of accounting, auditing, and tax concepts in business situations
- Evaluate the ethical and legal compliance of accounting practices within an organization
- Manage accounting operations for both domestic and international organizations
- Formulate accounting solutions using professional judgment and industry best practices
- Communicate accounting solutions to internal and external stakeholders

Basis for Admission

Admission to the Master of Science in Accounting program requires a conferred bachelor's, master's, or doctoral degree from a regionally or nationally accredited academic institution. In addition to these general requirements, MSA applicants have two options for entering the program:

1. Direct Entry - Individuals with a previously completed bachelor's, master's, or doctoral degree in business, have had a financial accounting course, and a managerial accounting course from a regionally or nationally accredited academic institution may immediately begin the MSA program.
2. Evaluation Track - Individuals who do not meet direct entry requirements will begin with SKS -5001 - Comprehensive Strategic Knowledge Studies for those without a business degree, and upon successful completion of SKS -5001 will then take MSA -5001 - Financial Accounting if they have not had a financial accounting course, and MSA -5002 -Managerial Accounting if they have not had a managerial accounting course, and then the remaining courses in their degree plan.

Students who feel they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score a 70 or better on the exam and can be taken no later than two weeks prior to the start date of SKS -5001. Students should contact their student academic and finance advisor to discuss additional information regarding this option.

Degree Requirements

The Master of Science in Accounting requires 30-39 credit hours for degree completion consisting of 10 graduate accounting courses for those meeting the direct entry requirements and up to an additional 9 credit hours of 3 courses for those without a business degree, and the two required undergraduate accounting courses under the evaluation track.

Switching programs after completing coursework may result in re-evaluation, financial aid implications, loss of credit hours, and/or the need to take additional credit hours. Academic and Finance Advisors can assist with any student questions related to program requirements.

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Science in Accounting for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

NCU allows 5 years to complete a minimum of 30-39 credit hour master's programs.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

The Master of Science in Accounting (MSA) program requires the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

The Admissions and Evaluation team will schedule any additional courses needed to satisfy entry track requirements.

- SKS -5001 for students without a business degree
- MSA -5001 for students without a financial accounting course
- MSA -5002 for students without a managerial accounting course

- MSA-5010 - Intermediate Financial Accounting
- MSA-5015 - Auditing
- MSA-5020 - Advanced Governmental Accounting
- MSA-5025 - Individual Income Tax
- MSA-5030 - Corporate Income Tax
- MSA-5035 - Advanced Cost Systems
- MSA-5040 - Advanced Financial Management
- MSA-5050 - Auditing and Compliance Management
- MSA-5060 - Legal Aspects of Accounting and Taxation
- MSA-5070 - Managing the Business Environment

Post-Master's Certificate

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Business program, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses). Students must complete all six NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis for Admission

Admission to the Post-Master's Certificate program requires a completed master's level or higher degree from a regionally or nationally accredited institution or university.

Scope

6 NCU Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a NCU master's program cannot be applied towards a Post-Master's Certificate program.

Post-Master's Certificate Transfer into a Doctoral Sequence

Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program.

- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Time to Completion

Normal time to completion for this program is 25 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our Academic and Finance Advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

NCU allows 2 years to complete all Post-Master's Certificates.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to

their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a doctoral program in a school other than the school from which the student obtained the Post-Master's Certificate, the University does not guarantee that any of the courses will be transferable to a program of another NCU school.

EXAMPLE: Student obtains a Post-Master's Certificate through the School of Business, but wants to obtain a doctorate through the School of Psychology.

In these cases, the School Dean (from the School in which the student wants to obtain the doctorate) will review the Post-Master's Certificate courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

Prerequisite: A Master's degree in any field from an accredited institution will satisfy admission requirements.

Requirement: At the end of each Post-Master's Certificate (except where noted), students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Post-Master's Certificate - Advanced Accounting

This Post-Master's Certificate prepares students for careers in auditing, corporate accounting, and accounting positions in business, government, and nonprofit organizations. Students will develop knowledge to pursue advanced positions in management, such as chief financial officer or controller, going beyond preparation of financial statements to calculate and analyze strategic business decisions.

Required Courses - 18 credit hours

- ACC-7010 - Advanced Accounting and Fraud Examination Techniques
- ACC-7020 - Advanced Accounting for Non-Profit Organizations
- ACC-7025 - Advanced Tax Strategies
- ACC-7030 - Advanced Auditing Methods and Practice
- ACC-7000 - Advanced Managerial Accounting
- ACC-8010CAGS - Advanced Accounting

Post-Master's Certificate - Criminal Justice

The Criminal Justice Post-Master's Certificate will explore the global multicultural network, connecting distinct legal traditions and codes, both domestically and internationally. This Post-Master's Certificate specialization is intended to encourage students to focus on developing competencies across a wide spectrum of criminal justice subjects and issues required for career advancement in law enforcement, justice system, criminal investigation, and the corrections system.

Required Courses – 18 credit hours

- CJ-7002 - Delinquency and Criminal Justice
- CJ-7009 - Institutional Corrections
- CJ-7010 - Effective Police Tactics, Techniques, and Methodologies
- CJ-7011 - Ethics and Criminal Justice
- CJ-7006 - Illegal Maritime Narcotics and Migrant Smuggling
- CJ-8010CAGS - Criminal Justice

Post-Master's Certificate - Financial Management

This Post-Master's Certificate specialization explores the analysis of relevant financial and non-financial organizations. Topics covered include investment management, management of financial institutions, assessment of financial statements, and international financial issues. Administrators, managers and accountants who want to develop financial management skills will benefit from this Post-Master's Certificate.

Required Courses – 18 credit hours

- FIN-7012 - Corporate Finance
- FIN-7013 - Investment Portfolio Analysis
- FIN-7014 - Managing Financial Institutions
- FIN-7015 - Advanced Financial Statement Analysis
- FIN-7016 - Financial Management for International Business
- FIN-8010CAGS - Financial Management

Post-Master's Certificate - General Business

The General Business Post-Master's Certificate program allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 18 credit hours for the Post-Master's Certificate in General Business. Students must take at least four doctoral level business content courses and may take up to two courses from the Post-Master's Certificate offered in other fields (Psychology, Technology and/or Education) to fulfill their General Business certificate requirements.

Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Certificate Courses - 18 credit hours

- FIN-7012 - Corporate Finance
- HRM-7004 - Supervising in the 21st Century
- IB-7012 - Global Economic Environment
- MGT-7029 - Strategic Leadership
- MGT-7110 - Leadership in Organizations
- MGT-8010DBA - Applied Management Capstone Project Doctoral Business Capstone Project

Note

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to choose their General Business certificate courses based on personal and professional goals and to work with their Academic and Finance Advisor to revise their degree plan.

Post-Master's Certificate - Health Care Administration

This specialization prepares health care administrators to identify a problem or potential problem area, or an area for analysis and intervention, recognize the constraints and limitations to intervention and change, and propose alternative outcomes in the health care industry. This Post-Master's Certificate prepares health care administrators to analyze decisions and recommendations based on strategic planning. Curriculum focuses on advanced concepts and applications, financial management, legal, ethical, and global issues relating to total quality management in health care.

Required Courses – 18 credit hours

- HCA-8010CAGS - Healthcare Administration
- HCA-7022 - Healthcare Strategic Management
- HCA-7019 - Managerial Leadership within Managed Healthcare Systems

- HCA-7014 - Advanced Concepts and Applications in Health Policy and Management
- HCA-7013 - Legal and Ethical Issues in Healthcare Research Management
- HCA-7012 - Healthcare Industry and Financial Management

Post-Master's Certificate - Homeland Security - Leadership and Policy

This specialization prepares senior leaders of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for positions of executive leadership in the general field of homeland security. Curriculum covers terrorism, strategy, intelligence, emergency management, and critical infrastructure security issues. The program also provides senior-level homeland security professionals the opportunity to apply theory and emerging concepts to real world issues through innovative approaches to complex problems.

Required Courses – 18 credit hours

- HS-7000 - Homeland Security and Terrorism
- HS-7004 - Local Emergency Management and Civil Preparedness
- HS-7010 - Transportation Security
- HS-7013 - Intelligence and Law Enforcement
- HS-7014 - Strategy, Resiliency, and Coping with Fear
- HS-8010CAGS - Homeland Security Leadership and Policy

Post-Master's Certificate - Management of Engineering and Technology

This specialization will benefit engineers and scientists moving toward technical management and leadership in engineering and technology fields. This Post-Master's Certificate focuses on principles of productivity, quality management, improving productivity through technology, and environmental systems management, integrating practical technical experience with management theory and practice. The final specialization project will assess competencies learned within the previous specialization course.

Required Courses – 18 credit hours

- MET-7000 - Fundamentals of Productivity
- MET-7002 - Applications of Systems Theory
- MET-7015 - The Impact and Process Optimization of Technology
- MET-7020 - Strategic Technology Management
- MET-7029 - Enterprise Project Management
- MET-8010CAGS - Management of Engineering and Technology

Post-Master's Certificate - Project Management

Administrative and management professionals who want to become proficient in project management will benefit from this specialization. This specialization focuses on applying principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Curriculum provides training in planning, project control, effectively working with teams to improve performance, providing leadership, and delivering projects on time and on budget.

Required Courses – 18 credit hours

- PM-7000 - Project Procurement Management
- PM-7004 - Project Risk Management
- PM-7008 - Project Monitoring and Control
- PM-7012 - Multiple Project Management

- PM-7016 - Managerial Budgets and Project Management
- PM-8010CAGS - Project Management

Post-Master's Certificate - Public Administration

This specialization focuses on strategies needed to meet the challenges in government management at the local, state, and federal levels. Curriculum includes post-graduate studies in public/government relations, public/urban politics and planning, and public health administration. Practicing public administrators as well as those seeking entry into public administration and related fields will benefit from this Post-Master's Certificate.

Required Courses – 18 credit hours

- PUB-7000 - Public Administration
- PUB-7002 - Administrative Law
- PUB-7005 - Public Budgeting and Finance
- PUB-7012 - Technology in Public Administration
- PUB-7014 - The U.S. Federal Government
- PUB-8010CAGS - Public Administration Capstone Project

Doctor of Criminal Justice, DCJ

Description of Program

The Doctor of Criminal Justice (DCJ) explores the multicultural network connecting distinct legal traditions and codes in a global setting. NCU's DCJ is designed to prepare scholar/practitioners to actively and effectively engage all facets of the criminal justice system so they can contribute to the critical tasks of leading and managing programs aimed at administering equitable justice to all persons. The program will prepare students to effectively collaborate, plan, organize, budget and carry out large scale operations designed to ensure safety of citizens, communities and the United States. In addition, students will also be well trained to carry out research involving the application and analysis to address issues of professional practice.

The DCJ is designed to prepare students to effectively collaborate, plan, organize, budget and carry out large scale operations designed to ensure safety of citizens, communities and the United States. In addition to the application of justice, our students will also be well trained to carry out research involving the application and analysis to address issues of professional practice.

****Note: Program availability may vary by state - please contact the Enrollment Office for more information****

Learning Outcomes

- Develop policies and budgets to support effective administration of criminal justice agencies
- Evaluate risks and opportunities in criminal justice agencies based on legal, professional, and ethical expectations
- Integrate management and leadership theories into criminal justice practice
- Generate independent research to address issues in criminal justice and inform professional practice

Basis for Admissions

Admission to the Doctor of Criminal Justice program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from a nationally or regionally accredited academic institution.

Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution.

The University may accept a maximum of 9 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The DCJ degree programs have the following graduation requirements:

- A minimum of 45 credit hours of graduate instruction must be completed through NCU
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the DCJ Portfolio
- University Approval of Dissertation Manuscript and Oral Presentation completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows 7 years to complete all doctoral programs of 60 credits or less.

Normal time to completion for this program is 84 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. Courses taken to satisfy the fundamental requirements may not be counted toward completion of required specializations courses or electives.

Students who complete at least 15 credit hours in a single area of specialization at NCU (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma. Students may also opt for a General Business specialization, electing 15 credit hours of cross-discipline courses. Elective courses must be appropriate to the student's degree program.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous

enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

- CJ-7101 - Management Issues in Justice Agencies
- CJ-7102 - Theory in Justice Administration
- Specialization Course 1
- CJ-7103 - Civil and Criminal Liability
- CJ-7011 - Ethics and Criminal Justice
- APR-7000 - Applied Research Methods
- Specialization Course 2
- PUB-7005 - Public Budgeting and Finance
- PUB-7017 - Public Personnel Administration
- Specialization Course 3
- CJ-7104 - Strategic Planning and Implementation
- APR-7001 - Applied Quantitative Reasoning
- APR-7002 - Applied Qualitative Analysis
- CMP-9600CJ - DCJ Comprehensive Portfolio
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Homeland Security Specialization

Specialization prepares the next generation of leaders within the areas of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for senior level positions in the field of homeland security. This specialization focuses on exploring advanced concepts and methods, and applying theory and emerging concepts in terrorism/intelligence through innovative approaches to complex problems. This specialization also assists in providing our doctoral graduates with the knowledge to more effectively respond to a wide array of issues, challenges and threats that our nation may face and that the student may face as a leader within the homeland security enterprise.

Specialization Courses - 9 Credit Hours

- HS-7000 - Homeland Security and Terrorism
- HS-7004 - Local Emergency Management and Civil Preparedness
- HS-7013 - Intelligence and Law Enforcement

Policing Specialization

This specialization provides students with a broad academic exposure to effective police tactics and techniques, public policy issues, and leadership theories. The specialization is keenly suited for students interested in advancing their careers law enforcement, private security, and public safety. Students will examine current police issues within today's multicultural and digital environment.

Specialization Courses - 9 Credit Hours

- CJ-7010 - Effective Police Tactics, Techniques, and Methodologies
- OLB-7008 - Executive Leadership
- CJ-7105 - Public Policy and Criminal Justice

White Collar Crime Specialization

Specialization takes an applied approach infused with accounting theory and criminology. Students are exposed to the complexities and variety of white-collar crimes including identification, accounting and fraud examination techniques, prosecuting and sentencing, and advance forensic accounting theories and practices. This specialization also examines such issues as the disparity in sanctioning, the social impact of white-collar crime and schemes, and the increasing sophistication of economic crimes.

Specialization Courses - 9 Credit Hours

- CJ-7015 - White Collar Crime
- ACC-7010 - Advanced Accounting and Fraud Examination Techniques
- ACC-7015 - Advanced Forensic Accounting Theory and Practice

Doctor of Business Administration, DBA

Description of Program

The Doctor of Business Administration (DBA) program is designed for current and potential business leaders and senior managers, in the private and public sectors to enhance their knowledge and competencies appropriate to a leadership role in business administration. The Doctor of Business Administration (DBA) program is a research-based degree, but unlike the PhD, the DBA program is intended to engage the student in the application of theoretical knowledge to the advancement of practice in the field (solving complex problems) (Archibald, 2010; Corley & Giola 2011; Huba, Shubb & Shelley, 2006).

The outcome of the research is designed to provide valuable insights to an organization. Examples of an applied investigation may include a replication study, a case study, or a special project (such as, for example, the creation of a curriculum, training program, or educational artifact), followed by an evaluation. A doctoral project for a professional degree does not have to be an original contribution to the body of knowledge that impacts the theories in the field, but typically responds to a practical problem or proposed innovation (Archibald, 2010).

The DBA is increasingly recognized by international business and management schools as the most appropriate post-MBA (or equivalent master's degree) route to combining academic research with management and business.

Learning Outcomes

- Develop business methods and concepts based on practical application of current theories
- Communicate with diverse audiences about practices, solutions, and perspectives related to business
- Construct socially responsible and ethical business strategies
- Evaluate the relationship between the global environment and business decisions
- Formulate solutions to practical business problems based on original research

Basis for Admissions

Admission to the Doctor of Business Administration program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from a nationally or regionally accredited academic institution. There are two options for entering the doctoral program in the School of Business.

1. **Direct Entry** – Individuals may immediately begin the doctoral program through the DBA or PhD track with a previously completed master's degree in one of the following:

- A generalized business area such as business management or business administration
- Specialized business area (e.g. Master of Finance, Master of Human Resources Management) **AND** an undergraduate degree in business

OR

- A previously completed master's degree in any field **AND** an undergraduate in business

2. **Evaluation Track** – Individuals not meeting the direct entry requirements are required to take SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies as part of their degree plan.

Students in the Evaluation track will begin their degree plan with BTM-7101 - Doctoral Studies in Business followed by SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies and upon successful completion of SKS - 7001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or Academic and Finance Advisor.

Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution (also see Direct Entry and Evaluation Track Requirements).

The University may accept a maximum of 9 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The DBA degree programs in business have the following graduation requirements:

- A minimum of 45 credit hours of graduate instruction must be completed through NCU
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the DBA Portfolio
- University Approval of Dissertation Manuscript and Oral Presentation completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Fundamental Competencies

Students in the DBA program are required to demonstrate competency in the areas listed below:

- Graduate-Level Research Methods Competency- DBA students are required to complete BTM-7303 and BTM-7103, BTM-7109 and either BTM-7108 or BTM-7106 at NCU

- Graduate-Level Statistics Competency- DBA students are required to complete BTM-7104 - Statistics I at NCU
- Computer Competency - Doctoral students are required to have computer skills necessary for completing a dissertation
 - Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents)
 - Students must use computer programs for the statistical analysis of data (e.g., SAS)
 - Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research

- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows 7 years to complete all doctoral programs of 60 credits or less.

Normal time to completion for this program is 84 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 39 months.

Courses taken to satisfy the fundamental requirements may not be counted toward completion of required specializations courses or electives.

Students who complete at least 15 credit hours in a single area of specialization at NCU (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma. Students may also opt for a General Business specialization, electing 15 credit hours of cross-discipline courses. Elective courses must be appropriate to the student's degree program.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The DBA program may be completed in 54 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

All DBA specializations require the following courses:

Required Foundational Courses must be taken first and in sequence. Evaluation track students will take SKS - 7001 after BTM -7101 and before BTM -7300.

- BTM-7101 - Doctoral Studies in Business
- SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies - Eval Track Students
- BTM-7300 - Scholarly Literature Review
- MGT-7019 - Ethics in Business
- BTM-7104 - Statistics I
- Specialization Course 1
- BTM-7303 - Research Methods
- Specialization Course 2
- BTM-7103 - Research Design
- Specialization Course 3
- Specialization Course 4
- BTM-7106 - Quantitative Research Design -or-
- BTM-7108 - Qualitative Research Design *
- Specialization Course 5
- BTM-7109 - Planning Dissertation Research in Business
- CMP-9600B - DBA Portfolio
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Note: * A few months prior to BTM-7106 - Quantitative Research Design, students must consult with their Academic and Finance Advisors to consider whether the alternate course BTM-7108 - Qualitative Research Design might better suit their plans for a dissertation.

Advanced Accounting Specialization

This specialization is designed to provide students with practical application of a broad accounting perspective and technical accounting knowledge, enabling the exploration of relationships among business activities, economic outcomes, and business performance. Students will be able to meet the demand for analyzing advanced management and organization of business transactions and statements related to the assets, liabilities, and operating results of a business.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- ACC-7000 - Advanced Managerial Accounting
- ACC-7010 - Advanced Accounting and Fraud Examination Techniques
- ACC-7015 - Advanced Forensic Accounting Theory and Practice
- ACC-7020 - Advanced Accounting for Non-Profit Organizations
- ACC-7025 - Advanced Tax Strategies

- ACC-7030 - Advanced Auditing Methods and Practice
- ACC-7035 - Advanced Accounting Theory and Policy
- ACC-7045 - Advanced Cost Accounting

Note

Electives selected on the initial degree plan can be changed with a request to an academic and finance advisor.

Applied Computer Science Specialization

Due to continuous, rapid changes in technology, business institutions look for leaders who possess advanced knowledge of contemporary applied computer science methods. The Corporation Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized advanced education in the information technology field. This specialization is designed to provide preparation for professional careers with an emphasis in both leadership and technology. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Required Specialization Courses – 15 credit hours

- CS-7005 - Complex Database Management Systems
- CS-7009 - Advanced Topics in Management Information Systems
- CS-7010 - Advanced Topics in Network Communications
- CS-7014 - Software Engineering Fundamentals for Technology Leaders
- MIS-7005 - Enterprise Network Architecture

Computer and Information Security Specialization

This specialization responds to the demand in business and industry for computer security professionals who are trained in cyber-terrorism, computer forensics and computer security. The specialization focuses on best practices involved in forensic investigations and evidence handling, federal and state privacy, intellectual property, search and seizure process, and cyber-crime laws. Students study current techniques in data preservation, identification, and extraction and perform forensic analysis of systems using popular examination toolkits. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- CIS-7002 - Organizations Corporate Computer and Network Security
- CIS-7003 - Cyber Forensics
- CIS-7005 - Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism
- CIS-7006 - Foundations of Computer Network Auditing
- CIS-7007 - Information Security and Outsourcing Computer Systems
- CIS-7008 - Advanced Risk Management in Information Assurance and Security
- CIS-7009 - Information Assurance from Legal and Ethical Issues
- CIS-7010 - Disaster Recovery and Contingency Planning for the Security Professional

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Criminal Justice Specialization

This specialization explores the global multicultural network connecting distinct legal traditions and codes operating within a worldwide venue. Students will evaluate the coordination efforts of local, State, Federal, and multinational organizations and international resources at home and abroad. This specialization focuses on developing advanced competencies required for leadership positions in criminal justice, law enforcement, teaching or private consulting fields. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Required Specialization Courses – 15 credit hours

- CJ-7002 - Delinquency and Criminal Justice
- CJ-7006 - Illegal Maritime Narcotics and Migrant Smuggling
- CJ-7009 - Institutional Corrections
- CJ-7010 - Effective Police Tactics, Techniques, and Methodologies
- CJ-7011 - Ethics and Criminal Justice

Financial Management Specialization

This specialization concentrates on developing essential skills needed to manage and allocate financial resources. Students will analyze financial and non-financial organizations - private, public, religious, and corporate. The specialization focuses on international financial issues, quality concepts in financial management, and accounting for profit/nonprofit organizations. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- FIN-7012 - Corporate Finance
- FIN-7013 - Investment Portfolio Analysis
- FIN-7014 - Managing Financial Institutions
- FIN-7015 - Advanced Financial Statement Analysis
- FIN-7016 - Financial Management for International Business
- FIN-7018 - Accounting and Control for Nonprofit Organizations

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

General Business Specialization

The General Business specialization allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 15 credit hours for the specialization in General Business. Students may take business courses at the 7000 or 8000 level including up to two courses from other fields (Psychology, Technology and/or Education) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Specialization Courses - 15 credit hours

- FIN-7012 - Corporate Finance
- HRM-7004 - Supervising in the 21st Century

- IB-7012 - Global Economic Environment
- MGT-7110 - Leadership in Organizations
- MGT-7000 - Business Organization and Management

Note

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Healthcare Administration Specialization

This specialization develops essential managerial perspectives and skills for managerial expertise for the healthcare industry. The specialization prepares healthcare administrators in problem identification and resolution, analysis and intervention as administrative issues, and recognition of the constraints and limitations to intervention and change. Students in this specialization will focus on strategic planning in healthcare and managed systems, conduct a comparative healthcare system analysis, and examine strategies as it relates to total quality management in healthcare. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Required Specialization Courses – 15 credit hours

- HCA-7012 - Healthcare Industry and Financial Management
- HCA-7013 - Legal and Ethical Issues in Healthcare Research Management
- HCA-7014 - Advanced Concepts and Applications in Health Policy and Management
- HCA-7019 - Managerial Leadership within Managed Healthcare Systems
- HCA-7022 - Healthcare Strategic Management

Homeland Security: Leadership and Policy Specialization

This specialization prepares senior leaders of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for executive leadership positions in the field of homeland security. Students are provided with a rigorous educational opportunity to research and explore advanced concepts and methods, and apply theory and emerging concepts to real world issues through innovative approaches to complex problems. Students choose from a number of courses that cover terrorism, strategy, intelligence, emergency management, and critical infrastructure security issues. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Required Specialization Courses – 15 credit hours

- HS-7000 - Homeland Security and Terrorism
- HS-7004 - Local Emergency Management and Civil Preparedness
- HS-7010 - Transportation Security
- HS-7013 - Intelligence and Law Enforcement
- HS-7014 - Strategy, Resiliency, and Coping with Fear

Human Resources Management Specialization

This specialization explores the interrelationships between human resource capital, leadership, and the business organization. This specialization focuses on HRM Information Systems, compensation and staffing strategies, training and professional development, cultural diversity, innovation, labor relations, and legal issues in HRM. Students will

complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- HRM-7000 - Human Resources Management
- HRM-7002 - Compensation and Benefits
- HRM-7003 - Labor Relations
- HRM-7004 - Supervising in the 21st Century
- HRM-7007 - Cultural Issues
- HRM-7008 - Legal Issues in Human Resources Management

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Industrial/Organizational Psychology Specialization

(Interdisciplinary)

This specialization explores the practical application of industrial and organizational psychology to the understanding of people in the world of work. In this interdisciplinary specialization, students in the DBA program also complete courses in the School of Psychology in order to develop competencies in theory, research, and applications of psychology related to human behavior in organizations. Students conduct basic and applied research related to the applications of organizational and psychological theory to human resource management. Students will complete a final written research project (through business), demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses - 15 credit hours

Required Courses - 12 credit hours

- IOP-8400 - Industrial/Organizational Psychology
- IOP-8404 - Consulting in Business, Education, and Health
- MGT-7006 - Advanced Topics in Organizational Behavior
- MGT-7022 - Advanced Topics in Organizational Development

Select 1 course from the following - 3 credit hours

- MGT-7110 - Leadership in Organizations
- HRM-7008 - Legal Issues in Human Resources Management

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

International Business Specialization

This specialization focuses on the essential elements required to understand and manage multinational and international organizations. Students interested in international management positions and/or teaching in post-secondary institutions of higher education at home and abroad benefit from this specialization. The specialization provides students with comprehensive education and training in interdisciplinary subjects of management, law, government, diplomacy, international studies, economics, finance, and marketing. Students study international business theory, advanced qualitative and quantitative research, and problem-solving techniques related to international law, economics, marketing, and global strategic planning. Students will complete a final written research project, demonstrating the

ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Required Specialization Courses – 15 credit hours

- IB-7002 - International Business Environments
- IB-7012 - Global Economic Environment
- IB-7013 - Global Marketing Environment
- IB-7016 - International Business Strategic Management
- IB-7017 - International Business Law & Environment

Management Information Systems Specialization

This specialization combines and applies the best components of both computer systems and management disciplines. The specialization focuses on management of LAN/WAN/Database computer information systems to enhance the management decision-making process and enterprise business outcomes. Students are prepared for careers in network and systems management. Students complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Required Specialization Courses – 15 credit hours

- MIS-7000 - Information Technology Management
- MIS-7002 - Database Administration and Management
- MIS-7003 - Information Technology Decision Support
- MIS-7004 - IT Data Communications Management
- MIS-7005 - Enterprise Network Architecture

Management of Technology and Engineering Specialization

This specialization focuses on integrating practical technical experience with management theory and practice. Focusing on technical expertise in a management environment, the curriculum provides understanding of the synergism between technology and business practices to improve organizational outcomes through awareness of principles of productivity, quality management, improving productivity through technology, and environmental systems management. Students will complete a final written research project demonstrating the ability to conduct an investigation of a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- MET-7000 - Fundamentals of Productivity
- MET-7002 - Applications of Systems Theory
- MET-7003 - Applications of Decision Theory
- MET-7015 - The Impact and Process Optimization of Technology
- MET-7020 - Strategic Technology Management
- MET-7029 - Enterprise Project Management

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Management Specialization

This specialization provides a conceptual overview of modern theory and practice in business administration. Students explore theory and historical frameworks to business in today's global environment through multiple management processes, based on the curriculum selected. This specialization will prepare students for senior management positions in a corporate environment, higher education, government and public entities, and business consulting. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- MGT-7000 - Business Organization and Management
- MGT-7002 - Marketing Management
- MGT-7006 - Advanced Topics in Organizational Behavior
- MGT-7013 - Entrepreneurship
- MGT-7016 - Managing Change
- MGT-7022 - Advanced Topics in Organizational Development
- MGT-7027 - Legal Implications in Management
- MGT-7029 - Strategic Leadership
- MGT-7110 - Leadership in Organizations

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Marketing Specialization

This specialization focuses on marketing management and research including managing the entire scope of product life cycle for domestic and international marketing. The specialization provides strategies for a sound, systematic, ethical, and legal approach to contemporary marketing practices. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- MGT-7002 - Marketing Management
- MKT-7000 - Strategic Service Marketing
- MKT-7001 - Strategic Sales Force Management
- MKT-7002 - Customer Relationship Management Strategies
- MKT-7003 - Integrated Marketing Communication
- MKT-7100 - Consumer Behavior Theory and Practice
- MKT-7101 - Brand and Product Management

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Organizational Leadership Specialization

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. This specialization has broad appeal among practicing professionals (middle and upper management, and military personnel) with a background in business administration, human resources, nonprofit administration, and related fields, whose professional goal may be

organizational consulting or a generalist leadership position in corporate, government, not-for-profit, educational or community organizations. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- OL-7001B - Conflict Resolution and Mediation
- OL-7002B - Building Organizational Capacity
- OL-7003B - Leadership for Excellence
- OL-7004B - Theory and Practice of Organizational Leadership
- OL-7005B - Ethical Leadership
- OL-7007B - Leader as Coach
- OL-7008B - Executive Leadership in Nonprofit Organizations

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Students examine all aspects of managing and overseeing business projects, including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any enterprise. The specialization focuses on management, leadership, and team building in the project/program environment. Students will examine strategies relating to managing multiple projects as well as the concepts of earned value project management. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- MET-7029 - Enterprise Project Management
- PM-7000 - Project Procurement Management
- PM-7004 - Project Risk Management
- PM-7008 - Project Monitoring and Control
- PM-7012 - Multiple Project Management
- PM-7016 - Managerial Budgets and Project Management
- PM-7020 - Developing High Performing Teams in a Project Management Environment

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Public Administration Specialization

This specialization focuses on acquiring administrative knowledge and skills in government and public agency budgeting, government relations, public personnel policy management, politics, and urban planning. Curriculum emphasizes contemporary program evaluation, complex public organization, and environmental compliance, along with strategies needed to meet the challenges in government management at the local, state, and federal levels. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- HRM-7000 - Human Resources Management
- PUB-7000 - Public Administration
- PUB-7002 - Administrative Law
- PUB-7004 - Urban and Regional Planning
- PUB-7005 - Public Budgeting and Finance
- PUB-7012 - Technology in Public Administration
- PUB-7014 - The U.S. Federal Government

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Doctor of Philosophy in Business Administration, PhD

Description of Program

The Doctor of Philosophy in Business (PhD-BA) program is a research-based program designed to prepare leaders for positions in the private and public sectors by enhancing knowledge and competencies appropriate to a leadership role in business, administration, and technology management. Upon completion of the PhD program, students are expected to have a broad knowledge in fields of business and technology management and an understanding of at least one specialized area of study. A Ph.D. requires *original ideas* about a specialized topic, as well as a high degree of *methodological/scientific rigor* (Nelson, & Coorough, 1994). As is traditional in higher education, a Ph.D. is only awarded for a piece of work that will actually make a difference to the theoretical context of the field *the Ph.D. dissertation is a new contribution to the body of knowledge.*

Learning Outcomes

- Develop business knowledge based on a synthesis of current theory
- Communicate with diverse audiences about theories, applications, and perspectives related to business
- Evaluate business practices that positively impact society
- Evaluate the relationship between the global environment and business decisions
- Formulate solutions to problems identified in extant business research

Basis for Admissions

Admission to the Doctor of Philosophy in Business Administration program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from a regionally or nationally accredited academic institution. There are two options for entering the doctoral program in the School of Business.

1. **Direct Entry** – Individuals may immediately begin the doctoral program through the DBA or PhD track with a previously completed master's degree in one of the following:
 - A generalized business area such as business management or business administration,

- Specialized business area (e.g. Master of Finance, Master of Human Resources Management) **AND** an undergraduate degree in business
OR
 - A previously completed master's degree in any field **AND** an undergraduate in business.
2. **Evaluation Track** – Individuals not meeting the direct entry requirements are required to take SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies as part of their degree plan.

Students in the Evaluation track will begin their degree plan with BUS -7101 Foundations for Doctoral Studies in Business followed by SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies and upon successful completion of SKS -7001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS -7001 Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or academic and finance advisor.

Courses taken to satisfy the fundamental requirements may not be counted toward a specialization.

Students who complete at least 15 semester credit hours in a single area of specialization at NCU (not counting fundamental courses) may elect to have the specialization recorded on their transcript and diploma.

Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD degree programs in business have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through NCU
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the PhD-BA Portfolio
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Fundamental Competencies

All PhD students are required to demonstrate competency in these areas:

- **Graduate-Level Research Methods Competency** - PhD students are required to complete BUS -7310, BUS -7320 and BUS -7321 OR BUS -7310, BUS -7330 and BUS -7331 at NCU.
- **Graduate-Level Statistics Competency** - PhD students are required to complete BUS -7200 Statistics II at NCU.
- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Time to Completion

NCU allows 7 years to complete doctoral programs of 60 credits or less.

Normal time to completion for this program is 84 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Dissertation Process

Faculty assist each NCU Doctoral candidate to reach this academic goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program requires a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Required Foundational Courses must be taken first and in sequence. Evaluation track students will take SKS - 7001 after BUS -7101 and before BUS -7300. Following the completion of Foundational courses -- Core, Specialization, Research, Statistics, and Doctoral Elective courses must be taken in sequence as described.

The PhD in Business requires a minimum of five core courses, five specialization courses, one statistical course, three research courses, and one doctoral elective course. Upon completion of these course requirements, students advance to the doctoral sequence of courses. A minimum of four dissertation research courses must be completed in order to complete the program.

**There are two research sequence options available to satisfy the required, three research courses:

BUS -7310, BUS -7320 & BUS -7321 **OR** BUS -7310 and BUS -7330 & BUS -7331

- BUS-7101 - Changing Times: Business Administration in the 21st Century
 - SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies -Required Course for Entry Track Students
 - Specialization Course 1
 - BUS-7300 - Scholarly Business Communication
 - BUS-7110 - The Business Environment
 - Specialization Course 2
 - BUS-7120 - Business Financial Systems
 - Specialization Course 3
 - BUS-7130 - Business Leadership & Strategy
 - BUS-7200 - Business Statistics
 - Specialization Course 4
 - BUS-7310 - Introduction to Business Research Design & Methodology Development
 - Specialization Course 5
- BUS -7320 Quantitative Business Research Design & Methodology &
 - BUS -7321 Directed Quantitative Research **
 - OR
 - BUS -7330 Qualitative Business Research Design & Methodology &
 - BUS -7331 Directed Qualitative Research **
- Doctoral Level Elective Course 1
 - CMP-9700B - PhD-BA Portfolio
 - DIS-9901A - Components of the Dissertation
 - DIS-9902A - The Dissertation Proposal
 - DIS-9903A - Institutional Review Board (IRB) and Data Collection
 - DIS-9904A - The Dissertation Manuscript and Defense

Advanced Accounting Specialization

This specialization provides students with application of a broad accounting perspective and research based accounting knowledge, enabling the exploration of relationships among business activities, economic outcomes, business performance, and forensic analysis. Students will be able to meet the demand for advanced analysis of management and organization of business transactions and statements related to the assets, liabilities, and operating results of business enterprises, nonprofit organizations, and higher education instruction.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- ACC-7000 - Advanced Managerial Accounting
- ACC-7010 - Advanced Accounting and Fraud Examination Techniques
- ACC-7015 - Advanced Forensic Accounting Theory and Practice
- ACC-7020 - Advanced Accounting for Non-Profit Organizations
- ACC-7025 - Advanced Tax Strategies
- ACC-7030 - Advanced Auditing Methods and Practice
- ACC-7035 - Advanced Accounting Theory and Policy
- ACC-7045 - Advanced Cost Accounting

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Applied Computer Science Specialization

Research and development is at the forefront of rapid changes in technology. To maintain a competitive edge, business and research institutions look for leaders who possess advanced knowledge of contemporary computer science methods. This specialization provides preparation for professional careers emphasizing research and development leadership and technology.

Required Specialization Courses – 15 credit hours

- CS-7005 - Complex Database Management Systems
- CS-7009 - Advanced Topics in Management Information Systems
- CS-7010 - Advanced Topics in Network Communications
- CS-7014 - Software Engineering Fundamentals for Technology Leaders
- MIS-7005 - Enterprise Network Architecture

Computer and Information Security Specialization

This specialization responds to the demand in business and industry for computer security professionals who are trained in cyber-terrorism, computer forensics and computer security. The specialization focuses on developing best practices for forensic investigations and evidence handling, federal and state privacy, intellectual property, search and seizure process, and cyber-crime laws. Students study current techniques in data preservation, identification, and extraction and perform forensic analysis of systems using popular examination toolkits.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- CIS-7002 - Organizations Corporate Computer and Network Security
- CIS-7003 - Cyber Forensics
- CIS-7005 - Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism
- CIS-7006 - Foundations of Computer Network Auditing
- CIS-7007 - Information Security and Outsourcing Computer Systems
- CIS-7008 - Advanced Risk Management in Information Assurance and Security
- CIS-7009 - Information Assurance from Legal and Ethical Issues
- CIS-7010 - Disaster Recovery and Contingency Planning for the Security Professional

Note

Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Criminal Justice Specialization

This specialization explores research in the dynamics connecting distinct legal traditions and codes operating within local, State, Federal, and multinational organizations and international resources at home and abroad. This specialization focuses on developing advanced competencies required for leadership positions in criminal justice, law enforcement, corrections, teaching or private consulting fields.

Required Specialization Courses – 15 credit hours

- CJ-7002 - Delinquency and Criminal Justice
- CJ-7006 - Illegal Maritime Narcotics and Migrant Smuggling
- CJ-7009 - Institutional Corrections
- CJ-7010 - Effective Police Tactics, Techniques, and Methodologies
- CJ-7011 - Ethics and Criminal Justice

Financial Management Specialization

This specialization concentrates on research and development analyses used to manage and allocate financial resources and develop effective strategic planning for projection and ROI issues. Students will analyze financial and non-financial organizations - private, public, and corporate. The specialization focuses on international financial issues, quality concepts in financial management, and accounting for profit/nonprofit organizations.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- FIN-7012 - Corporate Finance
- FIN-7013 - Investment Portfolio Analysis
- FIN-7014 - Managing Financial Institutions
- FIN-7015 - Advanced Financial Statement Analysis
- FIN-7016 - Financial Management for International Business
- FIN-7018 - Accounting and Control for Nonprofit Organizations

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Healthcare Administration Specialization

This specialization develops essential perspectives and skills for application of theoretical and research-based healthcare industry management issues. The specialization prepares students for problem identification and resolution, analysis and intervention as administrative issues, and recognition of the constraints and limitations to intervention and change in delivery systems. Students in this specialization will focus on strategic planning in health care and managed systems, comparative healthcare system analysis, and examine strategies related to total quality management in healthcare.

Required Specialization Courses – 15 credit hours

- HCA-7012 - Healthcare Industry and Financial Management
- HCA-7013 - Legal and Ethical Issues in Healthcare Research Management
- HCA-7014 - Advanced Concepts and Applications in Health Policy and Management
- HCA-7019 - Managerial Leadership within Managed Healthcare Systems
- HCA-7022 - Healthcare Strategic Management

Homeland Security: Leadership & Policy (HS) Specialization

This specialization prepares senior leaders of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for executive leadership positions in the field of homeland security. This specialization focuses on rigorous research exploring advanced concepts and methods, and applying theory and emerging concepts through innovative approaches to complex problems. Students may choose from a variety of courses in terrorism, strategy, intelligence, emergency management, and critical infrastructure security issues.

Required Specialization Courses – 15 credit hours

- HS-7000 - Homeland Security and Terrorism
- HS-7004 - Local Emergency Management and Civil Preparedness
- HS-7010 - Transportation Security
- HS-7013 - Intelligence and Law Enforcement
- HS-7014 - Strategy, Resiliency, and Coping with Fear

Human Resources Management Specialization

This specialization explores the interrelationships between human resource capital, leadership, and business organization. Students research theory and practice for HRM information systems, compensation and staffing strategies, training and professional development, cultural diversity, innovation, labor relations, and legal issues in HRM.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- HRM-7000 - Human Resources Management
- HRM-7002 - Compensation and Benefits
- HRM-7003 - Labor Relations
- HRM-7004 - Supervising in the 21st Century
- HRM-7007 - Cultural Issues
- HRM-7008 - Legal Issues in Human Resources Management

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Industrial/Organizational Psychology Specialization

(Interdisciplinary)

This specialization explores the application of industrial and organizational psychology and management theory to the understanding of people in work environment. In this interdisciplinary specialization, students complete courses in the School of Business and the School of Psychology in order to develop competencies in theory, research, and applications of psychology related to human behavior in organizations. Students conduct advanced research related to the application of organizational and psychological theory to human resource management.

Specialization Courses – 15 credit hours

Required Courses – 12 credit hours

- IOP-8400 - Industrial/Organizational Psychology
- IOP-8404 - Consulting in Business, Education, and Health
- MGT-7006 - Advanced Topics in Organizational Behavior
- MGT-7022 - Advanced Topics in Organizational Development

Select 1 course from the following – 3 credit hours

- MGT-7110 - Leadership in Organizations
- HRM-7008 - Legal Issues in Human Resources Management

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

International Business Specialization (IB)

This specialization focuses theory and research of business practices in multinational and international organizations. Students interested in international management positions and/or teaching in post-secondary institutions of higher education at home and abroad benefit from this specialization. The specialization provides students with comprehensive education and research techniques in cross-disciplinary subjects of management, law, government, diplomacy, international studies, economics, finance, and marketing. Students study international business theory,

advanced qualitative and quantitative research, and problem-solving techniques related to international law, economics, marketing, and global strategic planning.

Required Specialization Courses – 15 credit hours

- IB-7002 - International Business Environments
- IB-7012 - Global Economic Environment
- IB-7013 - Global Marketing Environment
- IB-7016 - International Business Strategic Management
- IB-7017 - International Business Law & Environment

Management Information Systems Specialization

This specialization combines and applies the components of both computer systems and management disciplines. The focus is using LAN/WAN/Database systems to enhance the management process and business outcomes, applying contemporary research and current theories in the MIS field.

Required Specialization Courses – 15 credit hours

- MIS-7000 - Information Technology Management
- MIS-7002 - Database Administration and Management
- MIS-7003 - Information Technology Decision Support
- MIS-7004 - IT Data Communications Management
- MIS-7005 - Enterprise Network Architecture

Management of Engineering and Technology Specialization

This specialization focuses on integrating practical technical experience with management theory and research. This specialization focuses on the synergism between technology and business practices to improve organizational outcomes. Research projects provide in-depth analysis of principles of productivity, quality management, productivity using technology, and environmental systems management.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- MET-7000 - Fundamentals of Productivity
- MET-7002 - Applications of Systems Theory
- MET-7003 - Applications of Decision Theory
- MET-7015 - The Impact and Process Optimization of Technology
- MET-7020 - Strategic Technology Management
- MET-7029 - Enterprise Project Management

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Management Specialization

This specialization provides a conceptual overview of modern theory and practice in business management and administration. Students explore theory and research historical frameworks in today's global business environment through management research projects. This specialization will prepare students for senior management positions in a corporate environment, higher education, government and public entities, and business consulting.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- MGT-7000 - Business Organization and Management
- MGT-7002 - Marketing Management
- MGT-7006 - Advanced Topics in Organizational Behavior
- MGT-7013 - Entrepreneurship
- MGT-7016 - Managing Change
- MGT-7022 - Advanced Topics in Organizational Development
- MGT-7027 - Legal Implications in Management
- MGT-7029 - Strategic Leadership
- MGT-7110 - Leadership in Organizations

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Marketing Specialization (MKT)

This specialization focuses on marketing management and research, including managing the entire scope of product life cycle for domestic and international marketing. The specialization provides strategies for a sound, systematic, ethical, and legal approach to contemporary marketing practices and research theory.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- MGT-7002 - Marketing Management
- MKT-7000 - Strategic Service Marketing
- MKT-7001 - Strategic Sales Force Management
- MKT-7002 - Customer Relationship Management Strategies
- MKT-7003 - Integrated Marketing Communication
- MKT-7100 - Consumer Behavior Theory and Practice
- MKT-7101 - Brand and Product Management

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Organizational Leadership Specialization

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. The focus of this specialization is to provide the student with a theoretical research approach to strategic planning in all phases of organizational leadership including building organization capacity and sustainability. This specialization appeals to professionals in business administration, human resources, nonprofit administration, and related fields, whose professional goal may be organizational consulting or a senior leadership position in corporate, government, not-for-profit, educational or community organizations.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- OL-7001B - Conflict Resolution and Mediation
- OL-7002B - Building Organizational Capacity

- OL-7003B - Leadership for Excellence
- OL-7004B - Theory and Practice of Organizational Leadership
- OL-7005B - Ethical Leadership
- OL-7007B - Leader as Coach
- OL-7008B - Executive Leadership in Nonprofit Organizations

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Project Management Specialization

This specialization explores research and development of principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Students examine all aspects of managing and overseeing business projects, including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any enterprise. The specialization focuses on theoretical application of research to management, leadership, and team building in the project/program environment.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- MET-7029 - Enterprise Project Management
- PM-7000 - Project Procurement Management
- PM-7004 - Project Risk Management
- PM-7008 - Project Monitoring and Control
- PM-7012 - Multiple Project Management
- PM-7016 - Managerial Budgets and Project Management
- PM-7020 - Developing High Performing Teams in a Project Management Environment

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Public Administration Specialization

This specialization focuses on research related to government and public agency budgeting, government relations, public personnel policy management, political systems, and urban planning. Curriculum emphasizes strategic planning including contemporary program evaluation, complex public organizations, and environmental compliance, along with strategies needed to meet the challenges in government management at the local, state, and federal levels.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- HRM-7000 - Human Resources Management
- PUB-7000 - Public Administration
- PUB-7002 - Administrative Law
- PUB-7004 - Urban and Regional Planning
- PUB-7005 - Public Budgeting and Finance
- PUB-7012 - Technology in Public Administration
- PUB-7014 - The U.S. Federal Government

Note

Electives selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Doctor of Philosophy in Organizational Leadership, PhD

Description of Program

The Doctor of Philosophy in Organizational Leadership (PhD-OL) program is a research-based program designed to prepare leaders for positions in the private and public sectors by enhancing knowledge and competencies appropriate to a wide variety of leadership roles. A Ph.D. requires *original ideas* about a specialized topic, as well as a high degree of *methodological/scientific rigor* (Nelson, & Coorough, 1994). As is traditional in higher education, a Ph.D. is only awarded for a piece of work that will actually make a difference to the theoretical context of the field -- the *Ph.D. dissertation is a new contribution to the body of knowledge*.

Learning Outcomes

The program learning outcomes of the Doctor of Philosophy in Organizational Leadership degree are:

- Evaluate theories of organizational leadership for their academic and practical value
- Assess an organization's potential for positive change
- Formulate strategies to solve contemporary organizational issues
- Contribute to the body of knowledge in the field of organizational leadership

Basis for Admissions Requirements

Admission to the Doctor of Philosophy in Organizational Leadership program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-OL degree programs have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through NCU
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the PhD-OL Portfolio
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Fundamental Competencies

All PhD-OL students are required to demonstrate competency in these areas:

- **Graduate-Level Research Methods Competency** – PhD-OL students are required to complete BTM -7303, BTM -8103, BTM -8104, BTM -8106 OR BTM -8108, BTM -8107 at NCU.

- **Graduate-Level Statistics Competency** – PhD-OL students are required to complete BTM-8107 - Statistics II at NCU.
- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection

- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows 7 years to complete all doctoral programs of 60 credits or less.

Normal time to completion for a program like this is 50 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Dissertation Process

Faculty assist each NCU Doctoral candidate to reach this academic goal through a systematic process leading to a high-quality completed dissertation. A PhD-OL dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD-OL program may be completed in 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

The PhD-OL-s a 60-credit program comprised of 9 Foundations credits, 12 Research credits, 18 Specialization credits, 6 Elective credits, 3 Portfolio credits, 12 Dissertation credits.

Required Foundational Courses must be taken first and in sequence.

- BTM-7101 - Doctoral Studies in Business
- BTM-7300 - Scholarly Literature Review
- BTM-8104 - Statistics I

- OLB-7002 - Building Organizational Capacity
 - BTM-7303 - Research Methods
 - OLB-7004 - Theory and Practice of Organizational Leadership
 - BTM-8103 - Research Design
 - OLB-7005 - Ethical Leadership
 - BTM-8106 - Quantitative Research Design -OR- BTM -8108 Qualitative Research Design *
 - OLB-7006 - Communicating Change
 - BTM-8107 - Statistics II
 - OLB-7007 - Leader as Coach/Consultant
 - OLB-7008 - Executive Leadership
 - Elective Course 1 - 7000 or 8000 level specialization course - must be approved by the dean
 - Elective Course 2 - 7000 or 8000 level specialization course - must be approved by the dean
 - CMP-9700L - PhD-OL Portfolio
 - DIS-9901A - Components of the Dissertation
 - DIS-9902A - The Dissertation Proposal
 - DIS-9903A - Institutional Review Board (IRB) and Data Collection
 - DIS-9904A - The Dissertation Manuscript and Defense
- Note: * A few months prior to BTM -8106 Quantitative Research Design, students must consult with their Academic and Finance Advisors to consider whether the alternate course BTM -8108 Qualitative Research Design might better suit their plans for a dissertation.

School of Education

Mission, Vision, and Goals

Mission Statement

The mission of the School of Education at NCU is to prepare professional educators at all levels to become effective leaders, reflective practitioners, and successful communicators within the diverse field of education. The School of Education's mission is centered on improving teaching, learning, research, and leadership contributions throughout all levels of human development and education.

Vision

NCU's School of Education is a global leader in delivering career-long professional preparation and development through excellence in student-focused online environments.

Goals

The School of Education at NCU will produce professional educators who can:

- Apply concepts of the disciplines
- Effectively communicate, conduct sound, open-minded research
- Address educational issues critically and reflectively
- Create solutions to problems based on knowledge, research, critical thinking skills, and collaboration
- Respect diverse cultures and backgrounds

Demonstrate a commitment to the highest ethical and professional standards through accreditation
Foster effective discussion of theoretical problems within the educational profession
Nurture a commitment to life-long learning

Bachelor of Education, BEd

*Program only open to identified Rio Salado College (RSC) Teach-Out Students. Identified RSC Teach-Out Students must maintain continuous enrollment until degree completion. Please contact Admissions with questions related to BEd enrollment.

Description of Program

The BEd program will facilitate professional growth and development as a practitioner, leader, and communicator in diverse educational environments. Students will be familiar with educational theory, research, and instructional practices and technology within a specific discipline, while integrating multiple societal, ethical, and diverse perspectives into professional practices.

Learning Outcomes

Upon completion of the BEd program, students will be able to:

- Apply current instructional practices using technology to enhance learning in the diverse K-12 environment using technology
- Examine theoretical and research models that support ethical and professional educational practice
- Apply evidence-based solutions for supporting and improving instructional practices
- Communicate with diverse audiences about educational theories, research, and practices

Completion Program

The NCU Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in three specific specializations: elementary education, secondary education, and special education.

The BEd partnership program requires the successful completion of 30 credits at NCU for a total of 120 credit hours. Rio Salado College sponsors 39 credit hours in general education subjects and 51 credit hours in teacher preparation courses. The 90 credit hours from RSC are accepted as a block transfer; NCU will accept a maximum of 90 lower, and upper division semester credit hours in transfer toward the bachelor's degree coursework completed at RSC with a grade of "C" or better. The BEd transfer students come to NCU with academic coursework in elementary education, secondary education, and special education and continue to study within those three distinct areas while at NCU.

Transferring Rio students continue to follow the same track they were enrolled in at Rio. Their NCU specialization will be geared towards their specific field of elementary education, secondary education, or special education. Each course in the 10-course program is identified by a letter following the course number (A for Elementary Education, B for Secondary Education, and C for Special Education). The course content in each specialization has similar information focused on general leadership principles but is geared specifically for the different fields. NCU students are required to take two Field Experience courses. These courses are 12 weeks in length and require coordination with Rio Salado College and the institution where the student will be placed.

Time to Completion

Normal time to completion for this program is 44 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules.

New students following the preferred schedule designed by the Dean for this program, and applying the minimum required transfer credits, can expect to finish in as little as 20 months.

Elementary Education

The NCU Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in elementary education. Students seamlessly transfer from RSC to NCU where they complete the BEd in Elementary Education. The ten NCU courses focus on leadership skills for elementary teachers and include field experiences in technology and assessment in the elementary classroom. The program provides students with courses that enhance their knowledge, competency, and professional skill sets needed to excel in the K-7 environment.

Required Courses - 30 semester credit hours

- ED-4000A - Dynamics of Schooling in Elementary Education
- ED-4001A - Foundations of School Leadership in Elementary Education
- ED-4002A - The Role of Teacher Leadership in Elementary Education
- ED-4003A - Instructional Paradigms and Technology in Elementary Education (This course requires field experience.)
- ED-4004A - Assessment of Student Learning in Elementary Education (This course requires field experience.)
- ED-4005A - School and Family Partnerships in Elementary Education
- ED-4006A - Safe Schools in Elementary Education
- ED-4007A - The School as Learning Community in Elementary Education
- ED-4008A - Teaching as Reflective Practice in Elementary Education
- ED-4009A - Educational Change Processes in Elementary Education

Secondary Education

The Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in secondary education. Students seamlessly transfer from RSC to NCU where they complete the BEd in Secondary Education. The ten NCU courses focus on leadership skills for secondary education teachers and include field experiences in technology and assessment in the secondary classroom. The program provides students with courses that enhance their knowledge, competency, and professional skill sets needed to excel in the secondary environment.

Required Courses

- ED-4000B - Dynamics of Schooling in Secondary Education
- ED-4001B - Foundations of School Leadership in Secondary Education
- ED-4002B - The Role of Teacher Leadership in Secondary Education
- ED-4003B - Instructional Paradigms and Technology in Secondary Education (This course requires field experience.)
- ED-4004B - Assessment of Student Learning in Secondary Education (This course requires field experience.)

ED-4005B - School and Family Partnerships in Secondary Education
ED-4006B - Safe Schools in Secondary Education
ED-4007B - The School as Learning Community in Secondary Education
ED-4008B - Teaching as Reflective Practice in Secondary Education
ED-4009B - Educational Change Processes in Secondary Education

Special Education

The Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in special education. Students seamlessly transfer from RSC to NCU where they complete the BEd in Special Education. The ten NCU courses focus on leadership skills for special education teachers and include field experiences in technology and assessment in the special education environment. The program provides students with courses that enhance their knowledge, competency, and professional skill sets needed to excel in working with special needs students in the special education environment.

Required Courses

ED-4000C - Dynamics of Schooling in Special Education
ED-4001C - Foundations of School Leadership in Special Education
ED-4002C - The Role of Teacher Leadership in Special Education
ED-4003C - Instructional Paradigms and Technology in Special Education (This course requires field experience.)
ED-4004C - Assessment of Student Learning in Special Education (This course requires field experience.)
ED-4005C - School and Family Partnerships in Special Education
ED-4006C - Safe Schools in Special Education
ED-4007C - The School as Learning Community in Special Education
ED-4008C - Teaching as Reflective Practice in Special Education
ED-4009C - Educational Change Processes in Special Education

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program.

The Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis for Admissions

Admission to the Post-Baccalaureate Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program.

Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

Time to Completion

Normal time to completion for this program is 16 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

NCU allows 2 years to complete all Post-Baccalaureate Certificate.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a master's program in a school other than the school from which the student obtained the Post-Baccalaureate Certificate, the university does not guarantee that any of the courses will be transferable to a program of another NCU School.

EXAMPLE: Student obtains a Post-Baccalaureate Certificate through the School of Education, but wants to obtain a master's degree through the School of Psychology. In these cases, the School Dean (from the School in which the student wants to obtain the master's degree) will review the Post-Baccalaureate Certificate courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the master's degree.

Prerequisite: A bachelor's degree in any field from an accredited institution will satisfy admissions requirements.

Early Childhood Education

This certificate is designed for students who want to work with young children through the first years of life when social, physical, cognitive, and emotional development occur. Students will learn how to create an environment that serves as a foundation for a child's health and well-being.

Required Courses - 12 credit hours

- ECE-5001 - Foundations of Early Childhood Education
- ECE-5002 - Growth and Development of Young Children
- ECE-5005 - Children and Families in a Diverse Society
- ECE-5007 - Children's Literature

Master of Arts in Teaching, MA

Description of Program

Aligned with the standards of The Interstate Teacher Assessment and Support Consortium (In TASC), the MAT degree is ideal for the student who seeks educator preparation to support the learning and development of PK12 populations. Students in the MAT program will choose an area of specialization from one of eight areas of Curriculum and Teaching, Early Childhood Education, Reading Education, Special Education, E-learning, Sports Management, Athletic Coaching, or English Language Learning. The MAT is a progressive program that prepares students to meet the growing nationwide need across PK12 learning communities for qualified and prepared educators.

Learning Outcomes

- Apply human development theories to instructional methods supporting developmentally appropriate and academically challenging learning experiences for students
- Create collaborative environments through instructional methods supporting active learning and student self-direction
- Evaluate instructional and assessment practices ensuring student mastery of the content
- Adapt multiple methods of assessment to engage learners in their own growth and provide data to support continuous program improvement
- Design cross-disciplinary curriculum and instruction supporting student attainment of learning goals
- Model ethical behavior in all aspects of the profession

Basis for Admission

Admission to an NCU Master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service. In addition, the MAT program requires a completion of an alternative teacher certification program.

Degree Requirements

The Master of Arts in Teaching (MAT) requires 33 credit hours for degree completion, including the successful completion of an approved alternative certification prior to admission to the MAT program. Graduates of the Teacher Ready alternative certification program receive 9 credit hours toward the MAT degree, and graduates from other alternative certification programs may be considered, pending transcript review. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MAT program includes 12 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree or form of certification in order to strengthen fundamental skills. The next 9 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Students end the program with a 3 credit-hour capstone course.

The MAT degree program has the following graduation requirements:

- A minimum of 24 credit hours of graduate instruction in education must be completed through NCU
- Successful completion of any MAT core course signature assignment with a grade of "B" or better
- Official transcripts on file for all transfer credits accepted by the University

Time to Completion

NCU allows 5 years to complete the 33 credit hour MAT program.

Estimated time to completion for this program is 18 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Additional MAT Information

CERTIFICATION AND LICENSING

Alternative teaching certification is required for admission into the program. Program does not purport to provide licensure or certification in any particular state or country.

SCHOOL OF EDUCATION CURRICULUM

The School of Education curriculum emphasizes a combination of learning theory, instructional strategies, and technology integration for educators working with any grade level, and within professional associations, organizations or as a consultant. The emphasis is on students transforming theory immediately into practice and faculty tailoring instruction to enhance student understanding and achievement. The program aims to produce graduates who understand the scope, pace, and magnitude of the transformation of education within the world that is taking place; and to assist students to meet the challenges of state and national standards (if desired), while meeting the learning needs of educators who work beyond the classroom.

STATE OF THE ART CONTENT

The School of Education sequence of courses undergoes constant review to ensure that, while maintaining depth of focus, the program also includes the latest educational innovations and the tools MAT students need to incorporate those innovations into pedagogy. All School of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

Course Sequence

- MAT-5001 - Foundations of Teaching and Learning
- MAT-5002 - Planning and Presenting Instruction for Diverse Learners
- MAT-5003 - Diversity, Inclusion and Exceptional Learners
- MAT-5004 - Technology for the 21st Century Classroom
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MAT-5005 - Capstone for Teachers

Athletic Coaching Specialization

Coaching sports in the educational setting is a growing discipline with no formalized training process for those interested in this profession. This program is designed to enhance coaching leadership skills for both coaches and

athletes. The curriculum focuses on practical and successful coaching strategies; introduces the student to the latest athletic performance improvement techniques; and examines the application of ethics and values in all aspects of coaching sport. The specialization is designed for professional educators interested in athletic coaching opportunities and offers an outstanding professional development opportunity for those already serving as coaches by advancing knowledge and skills in the field.

Specialization Courses – 9 credit hours

- AC-5002 - Legal Aspects in Coaching
- ED-5204 - Ethics in Sport
- AC-5014 - Coaching Theory, Methods, and Issues

Curriculum and Teaching Specialization

The purpose of this specialization is to provide teachers with the tools and competencies to expand their professional effectiveness. Students will explore the latest practices in education, principles of teaching and learning, evaluation of current research and critique of effective curricula design.

Specialization Courses – 9 credit hours

- CT-5010 - Teaching, Learning, and Assessment Strategies and Principles
- CT-5011 - Learning and Teaching Styles, Multiple Intelligences, and Ways of Learning
- CT-5013 - The Classroom: Management and Organization for Student Achievement

E-Learning Specialization

This specialization provides the professional educator with the knowledge to implement technology as a tool for teaching and learning. The specialization explores the design of activities to engage the traditional and the virtual student. The student will develop a skill set to effectively and efficiently integrate technology in a seamless manner to enhance delivery of teaching and learning experiences.

Specialization Courses – 9 credit hours

- EL-5002 - Introduction to E-Learning Instructional Strategies
- EL-5003 - Instructional Design Strategies
- EL-5009 - Mobile Devices for Teaching and Learning

Early Childhood Education Specialization

This program is tailored for Master's degree students who desire to model, coach, and guide young children through the first years of life when social, physical, cognitive, and emotional development occur. Skilled educators create an environment that serves as a foundation for a Child's health and well-being. In this specialization, educators will learn to assess educational potential, create instructional programs, direct and coordinate learning activities, and manage early childhood classrooms.

Specialization Courses – 9 credit hours

- ECE-5002 - Growth and Development of Young Children
- ECE-5003 - Administration of Early Childhood Programs
- ECE-5009 - Early Childhood Education Capstone

English Language Learning Specialization

As the diversity of student populations change globally, teaching English to non-native speakers is a skill in high demand. This program enhances skills in communicating with speakers of other languages and integrating techniques

to successfully instruct students in English proficiency. (Note: students seeking ELL/ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

Specialization Courses – 9 credit hours

- ESL-5001 - Foundations of Instruction for Non-English Language Background Students
- ESL-5003 - Assessment of Linguistically Diverse Students
- ESL-5006 - ESL and Bilingual Instructional Methodologies

Reading Education Specialization

The specialization in reading will strengthen and polish scholarship and expertise in the teaching of the skills and strategies needed for developing proficiency in literacy in grades K-12. There will be an exploration of relevant and salient topics in the teaching of literacy including theoretical foundations and frameworks, curriculum, instruction and assessment, as well as the historical, cultural, sociological, political, and economic trends and influences on literacy acquisition and development in American schools.

Specialization Courses – 9 credit hours

- RDG-5003 - Vocabulary Instruction and Development for PK12
- RDG-5004 - Reading Comprehension Instruction and Development: Skills and Strategies for PK12
- RDG-5005 - Assessment of Reading and Writing Proficiency for PK12

Special Education Specialization

This specialization prepares educators to address the needs of students with disabilities and gifted abilities by preparing such students to develop, implement and assess specially designed curriculum. Attention is given to teaching methods and strategies that illustrate an advocacy for these student groups. The specialization can be customized to meet the student's unique professional and personal goals, and allows the student to concentrate their coursework on the advanced and the disabled student, or select a single focus.

Specialization Courses – 9 credit hours

- SE-5001 - Assessment in Special Education
- SE-5002 - Instructing Students with Specific Learning Disabilities
- SE-5003 - Instructing Students with Emotional and/or Behavioral Disorders

Sport and Athletic Management Specialization

Both coaching and athletic administration are growing as professional disciplines. This specialization is designed to enhance leadership skills, strengthen teaching and administrative abilities, and apply ethics and values to all aspects of athletics.

The Sport and Athletic Management specialization offers an outstanding professional development opportunity for those already serving as coaches and athletic administrators by advancing their knowledge and skills in the field.

Courses focus on leadership, legal aspects in athletics, financial analysis, marketing, sports governance, events and facilities management, and ethics. Basic concepts are addressed in each course and application of those concepts is emphasized. Courses will have a contemporary focus, emphasizing current problems and opportunities directly related to the student's work setting.

Specialization Courses – 9 credit hours

- SM-5000 - Leadership and Administration of Athletic Programs
- ED-5204 - Ethics in Sport

Master of Education, MEd

Description of Program

The MEd program is designed for students focused on developing the knowledge, skills, and dispositions required for advance practice and leadership roles within diverse fields such as PK-12 education, higher education, and adult learning environments. In this program, you will critically analyze a broad range of theories, trends, practices, and knowledge specific to your areas of interest represented in a distinct specialization. Your specialization prepares you for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Learning Outcomes

- Apply instructional design practices and technology options to lead and educate diverse groups
- Investigate evidence-based solutions for addressing educational, organizational, and community issues
- Explain educational theories, research, and practices to diverse audiences
- Recommend solutions to ethical dilemmas in diverse educational and organizational settings
- Integrate professional standards into practice for leading and educating diverse groups

Basis for Admissions

Admission to an NCU master's program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution

Degree Requirements

The Master of Education (MEd) requires 30 credit hours for degree completion. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MEd program includes 15 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental business skills. The next 12 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Specialization courses must be appropriate to the student's degree program. Students end the program with a 3 credit-hour capstone course.

The MEd degree program has the following graduation requirements:

- A minimum of 24 credit hours of graduate instruction must be completed through NCU
- Successful completion of any PK-12 core course signature assignments with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Education for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

NCU allows 5 years to complete all 30 credit hour master's programs.

Normal time to completion for this program is 27 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 15 months.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Additional MEd Information

RIO SALADO COLLEGE POST-BACCALAUREATE TRANSFER STUDENTS

The Northcentral University Post-Baccalaureate Master of Education (36 credit) program of study is part of an articulation agreement designed for Rio Salado College (RSC) teacher preparation post-baccalaureate transfer students. This collaborative educational partnership is designed to serve as a master's degree completion program specifically for RSC students. The Master's Degree in Education allows for *up to 18* credits to be transferred to NCU embracing the principle that transfer students should not be required to repeat competencies already achieved.

The credits may apply to the following specializations:

Curriculum and Teaching

Early Childhood Education

Special Education

English as Second Language

General Education

Rio Salado students pursuing this program of study should work closely with an enrollment advisor specifically assigned to work with this unique partnership. The enrollment advisor will work with Rio Salado students to request a complete evaluation of credits toward this Post-Baccalaureate Master of Education Degree.

CERTIFICATION AND LICENSING

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEd program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule
- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12)
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification)
- Meet the needs of increasingly diverse students
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant)

SCHOOL OF EDUCATION CURRICULUM

The School of Education curriculum emphasizes a combination of learning theory, instructional strategies, and technology integration for educators working with any grade level, and within professional associations, organizations or as a consultant. The emphasis is on students transforming theory immediately into practice and faculty tailoring instruction to enhance student understanding and achievement. The program aims to produce graduates who understand the scope, pace, and magnitude of the transformation of education within the world that is taking place; and to assist students to meet the challenges of state and national standards (if desired), while meeting the learning needs of educators who work beyond the classroom.

STATE OF THE ART CONTENT

The School of Education sequence of courses undergoes constant review to ensure that while maintaining depth of focus, the program continually includes latest educational innovations and provides participants the tools to incorporate them into pedagogy. The curriculum content and related URL links are current and pertinent. All School of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

MEd students may select a specialization track from the list of courses offered via the School of Education. All MEd students are required to take ED-6500 as the Capstone Course for their program.

MEd Course Sequence 1

For Adult Learning and Workforce Education (AL), Corporate Wellness (CPW), E-Learning (EL), General Education, Global Training and Development (GTD), International Education (IE), Leadership in Higher Education (LHE), and Organizational Leadership (OL), a typical Course Sequence would be:

- EDU-5000 - Foundations for Graduate Study in Education
- Specialization Course 1
- Specialization Course 2
- ED-5040 - Leadership for Learning Communities
- ED-5041 - Adult Learning Strategies to Improve Organizational Efficacy
- Specialization Course 3
- ED-5042 - Intercultural Communication
- Specialization Course 4
- ED-5044 - Technology and a Vision for the Future
- ED-6500 - MEd Capstone

Note

After taking EDU-5000, students can take **all but** ED-6500 in any order. Student's program must begin with EDU-5000 and end with ED-6500.

MEd Course Sequence 2

For Athletic Coaching (AC), Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EDL), English Language Learning (ESL), Instructional Leadership (IL), Reading Education (RDG), Special Education (SE), and Sport and Athletic Management (SM), a typical Course Sequence would be:

EDU-5000 - Foundations for Graduate Study in Education
Specialization Course 1
Specialization Course 2
ED-5022 - Educational Policies and Practices
ED-5001 - Contemporary Issues in Education
Specialization Course 3
ED-5034 - School Community Relations
Specialization Course 4
ED-5023 - Multicultural Relationships in Educational Organizations
ED-6500 - MEd Capstone

Note

After taking EDU-5000, students can take **all but** ED-6500 in any order. Student's program must begin with EDU-5000 and end with ED-6500.

Adult Learning and Workforce Education (AL) Specialization

The Master of Education degree in Adult Learning and Workforce Education is designed for individuals interested in the growing fields of career development, human resource management, and adult learning. This integrative program seeks to prepare professionals to develop, implement, and manage systems to improve individual and organizational performance. These skills translate across a wide range of industries including higher education settings, workforce development agencies, and adult career centers. In addition, the program is designed to promote skills that will allow graduates to influence public policy and organizational decision-making. This specialization will provide educators with the tools and competencies required to critically reflect on workplace issues, solve organizational problems, and anticipate and respond to change.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

OL-5103 - Leading Change and Organizational Renewal
GTD-5011 - Introduction to Best Practices for Training and Presenting to International Audiences
ED-5012 - Leadership in Educational Organizations
ED-5038 - The Art and Science of Adult Education
EL-5006 - Adult Learning Theories
GTD-5000 - Human Performance and Improvement
GTD-5013 - Evaluating Training Programs

Athletic Coaching (AC) Specialization

Coaching sports in the educational setting is a growing discipline with no formalized training process for those interested in this profession. This program is designed to enhance coaching leadership skills for both coaches and athletes. The curriculum focuses on practical and successful coaching strategies; introduces the student to the latest athletic performance improvement techniques; and examines the application of ethics and values in all aspects of coaching sport.

The specialization is designed for professional educators interested in athletic coaching opportunities and offers an outstanding professional development opportunity for those already serving as coaches by advancing knowledge and skills in the field.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

AC-5000 - Leadership in Coaching Today's Athlete

AC-5002 - Legal Aspects in Coaching
ED-5204 - Ethics in Sport
AC-5006 - Sport Nutrition
AC-5008 - Coaching Psychology
AC-5010 - Performance Enhancement in Sport
AC-5012 - Coaching Fundamentals of Speed Development
AC-5014 - Coaching Theory, Methods, and Issues

Corporate Wellness (CPW) Specialization

The Master of Education with a specialization in Corporate Wellness program is designed to prepare researchers and practitioners for leadership roles in higher education, preventive health care, community health care settings, wellness coaching, business and fitness industry, and government agencies. This specialization has an interdisciplinary focus and prepares students for careers in academics, research and in Fitness and Health Promotion. The specialization is designed for educators, fitness professionals, military personnel, corporate health care providers, personal trainers, coaches, and students who want to pursue a career in health and wellness and health care related industries. The courses consist of health and wellness education concepts designed to create an optimal mind, body and spirit approach to health and wellness in research and practice for the general population and special populations. This specialization will provide students with an emphasis on health and wellness education research and a practical approach to the corporate industry dealing with worksite health promotion, public preventive health services, and current topics in corporate fitness and wellness.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

CPW-5010 - Wellness Coaching - Lifestyle Change
CPW-5011 - Wellness Leadership and Professional Development
CPW-5012 - Business Aspects in Corporate Fitness and Wellness
CPW-5013 - Worksite Health Promotion

Curriculum and Teaching (CT) Specialization

The purpose this specialization is to provide teachers with the tools and competencies to expand their professional effectiveness. Students will explore the latest practices in education, principles of teaching and learning, evaluation of current research and critique of effective curricula design.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

CT-5000 - Curriculum and Instructional Strategies
CT-5003 - Principles of Teaching & Learning
CT-5010 - Teaching, Learning, and Assessment Strategies and Principles
CT-5011 - Learning and Teaching Styles, Multiple Intelligences, and Ways of Learning
CT-5012 - Teaching Foundations for Language and Literacy
CT-5013 - The Classroom: Management and Organization for Student Achievement

E-Learning (EL) Specialization

This specialization provides the professional educator with the knowledge to implement technology as a tool for teaching and learning. The specialization explores the design of activities to engage the traditional and the virtual student. The student will develop a skill set to effectively and efficiently integrate technology in a seamless manner to enhance delivery of teaching and learning experiences.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

- EL-5006 - Adult Learning Theories
- EL-5007 - Ethics and Legal Issues
- EL-5009 - Mobile Devices for Teaching and Learning
- EL-5001 - Introduction to Principles and Practices in E-Learning
- EL-5002 - Introduction to E-Learning Instructional Strategies
- EL-5003 - Instructional Design Strategies

Early Childhood Education (ECE) Specialization

This program is tailored for Master's degree students who desire to model, coach, and guide young children through the first years of life when social, physical, cognitive, and emotional development occur. Skilled educators create an environment that serves as a foundation for a Child's health and well-being. In this specialization, educators will learn to assess educational potential, create instructional programs, direct and coordinate learning activities, and manage early childhood classrooms.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

- ECE-5001 - Foundations of Early Childhood Education
- ECE-5002 - Growth and Development of Young Children
- ECE-5003 - Administration of Early Childhood Programs
- ECE-5005 - Children and Families in a Diverse Society
- ECE-5007 - Children's Literature
- ECE-5009 - Early Childhood Education Capstone

English Language Learning (ESL) Specialization

As the diversity of student populations change globally, teaching English to non-native speakers is a skill in high demand. This program enhances skills in communicating with speakers of other languages and integrating techniques to successfully instruct students in English proficiency. (Note: Students seeking ELL/ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

- ED-5008 - Teaching Diverse Students
- ESL-5001 - Foundations of Instruction for Non-English Language Background Students
- ESL-5003 - Assessment of Linguistically Diverse Students
- ESL-5005 - English Language Learning
- ESL-5006 - ESL and Bilingual Instructional Methodologies
- ED-5023 - Multicultural Relationships in Educational Organizations

General Education Specialization

The General specialization allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 12 credit hours for the specialization in General Education. Students may take education courses at the 5000 level including up to two courses from other fields (Psychology, Technology and/or

Business) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to select their specialization courses based on personal and professional goals and to work with their Academic Advisors to revise their degree plan.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

- EDL-5004 - School Law
- ED-5008 - Teaching Diverse Students
- ED-5012 - Leadership in Educational Organizations
- ED-5013 - School Finance
- ED-5023 - Multicultural Relationships in Educational Organizations
- ED-5029 - Measurement and Assessment in Education

Note

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic and Finance Advisor to revise their degree plan.

Global Training and Development (GTD) Specialization

This specialization prepares students to develop and implement effective training in a variety of fields. Instructional design and the incorporation of technology and teaching strategies for the adult student are the focus of the specialization. Additionally, the student is prepared to address workplace issues such as the development of human capital and conflict resolution issues. The specialization prepares students to identify emerging workforce issues and to resolve the issues through effective training and instruction.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

- GTD-5000 - Human Performance and Improvement
- GTD-5005 - Introduction to Successful Global Training Techniques
- GTD-5007 - The Role of Technology in the Global Training Marketplace
- GTD-5011 - Introduction to Best Practices for Training and Presenting to International Audiences
- GTD-5013 - Evaluating Training Programs
- GTD-5019 - Trainer as Consultant in the Global Marketplace
- ED-5036 - Innovation and Change
- ED-5038 - The Art and Science of Adult Education

Instructional Leadership (IL) Specialization

Contemporary schools are often funded and ranked on their ability to assess and guarantee learning. This specialization introduces analysis of the instructional capacity of schools, improving student achievement, and develops teacher leaders in providing assessment and improvement strategies. Organizational development and educational change are also addressed in this specialization. Students utilize reflective decision making to assist with the development and implementation of practical solutions to education issues.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

CT-5003 - Principles of Teaching & Learning
ED-5012 - Leadership in Educational Organizations
ED-5016 - Instructional Supervision and Leadership
IL-5000 - Instructional Leader as Creator of Learning Culture
IL-5001 - Instructional Leader as Advocate and Decision Maker
IL-5002 - Instructional Leader as Community Conduit

International Education (IE) Specialization

The master's degree program in International Education allows students to focus on issues of educational development, comparative systems, and international policy. The program promotes an understanding of global perspectives that influence education in the United States. Skills will be developed in areas of cultural awareness, international education theory, and global trends. Students will develop the practical knowledge required to work within the context of complex global challenges influencing education around the world. The program provides a strong foundation for further study and prepares students for careers in international and community-based organizations.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

ED-5008 - Teaching Diverse Students
ED-5012 - Leadership in Educational Organizations
IE-5001 - Introduction to Global and Comparative Education
IE-5003 - International Education Concepts and Theory
IE-5005 - International Organizations in Global Education
IE-5007 - Conflict Resolution in an International Context
IE-5013 - Globalization and Educational Change
IE-5021 - Education and National Development

Leadership in Higher Education (LHE) Specialization

This specialization prepares students to excel in higher education leadership and to pursue careers as higher education specialists and managers. The focus is on legal issues, finance, and organizational leadership in higher education.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

LHE-5004 - The Organization of Higher Education
LHE-5005 - Exploring Legal Issues in Higher Education
LHE-5008 - Financial Issues in Higher Education
LHE-5009 - A History of Higher Education
LHE-5010 - Topics in Higher Education
LHE-5011 - Leadership for Higher Education
LHE-5013 - The Community College

Organizational Leadership (OL) Specialization

Students develop skills to be effective organizational leaders by building a knowledge base in conflict resolution, organizational capacity, and executive leadership skills. The curriculum serves to enhance the student's understanding and practice of leadership in a variety of educational fields.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

- OL-5103 - Leading Change and Organizational Renewal
- OL-5100 - Resolving Conflict
- OL-5101 - Organizational Capacity
- OL-5102 - Applied Research for Organizational Leaders

Reading Education (RDG) Specialization

This specialization in reading will strengthen and polish scholarship and expertise in the teaching of the skills and strategies needed for developing proficiency in literacy in grades K-12. There will be an exploration of relevant and salient topics in the teaching of literacy including theoretical foundations and frameworks, curriculum, instruction and assessment, as well as the historical, cultural, sociological, political, and economic trends and influences on literacy acquisition and development in American schools.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

- RDG-5000 - Theoretical and Research Foundations of Language and Literacy
- RDG-5001 - Essential Elements of Elementary Reading and Writing Instruction
- RDG-5002 - The English Language: Etymology, Elements, and Implications for Instruction
- RDG-5003 - Vocabulary Instruction and Development for PK12
- RDG-5004 - Reading Comprehension Instruction and Development: Skills and Strategies for PK12
- RDG-5005 - Assessment of Reading and Writing Proficiency for PK12

Special Education (SE) Specialization

This specialization prepares educators to address the needs of students with disabilities and gifted abilities by preparing such students to develop, implement and assess specially designed curriculum. Attention is given to teaching methods and strategies that illustrate an advocacy for these student groups. The specialization can be customized to meet the student's unique professional and personal goals, and allows the student to concentrate their coursework on the advanced and the disabled student, or select a single focus.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

- SE-5000 - Introduction to Students with Disabilities
- SE-5001 - Assessment in Special Education
- SE-5002 - Instructing Students with Specific Learning Disabilities
- SE-5003 - Instructing Students with Emotional and/or Behavioral Disorders
- SE-5004 - Instructing Students with Intellectual Disabilities
- SE-5005 - Special Education Law
- SE-5006 - Teaching Strategies in Special Education

Sport and Athletic Management (SM) Specialization

Both coaching and athletic administration are growing as professional disciplines. This program is designed to enhance leadership skills, strengthen teaching and administrative abilities, and apply ethics and values to all aspects of athletics.

The Sport and Athletic Management specialization is for professional educators interested in PK-12 athletic administration and offers an outstanding professional development opportunity for those already serving as coaches and athletic administrators by advancing their knowledge and skills in the field.

Courses focus on leadership, legal aspects in athletics, financial analysis, marketing, sports governance, events and facilities management, ethics. Basic concepts are addressed in each course and application of those concepts emphasized. Courses will have a contemporary focus, emphasizing current problems and opportunities related to the content area. Most courses will emphasize projects and activities directly related to the student's work setting.

Specialization Courses – 12 Credit Hours

Select 4 courses from the following:

SM-5000 - Leadership and Administration of Athletic Programs

SM-5002 - Legal Aspects in Athletics

ED-5204 - Ethics in Sport

SM-5006 - Sports Governance and Policy Development

SM-5010 - Marketing in Athletics

SM-5012 - Issues in Athletic Administration

Master of Education in Educational Leadership, MEd

Description of Program

In the Masters of Education (MEd) degree in Educational Leadership, you will develop knowledge, skills, and leadership traits required for educational leadership roles within diverse organizations. As you critically analyze a broad range of disciplinary theories, leadership trends, and traits, including data decision-making and evidence-based educational practice, you will be prepared to make research-based, ethical decisions that improve issues, systems, and practice within current and emerging educational organizations. While the degree is not specific to PK-12 education, the program does align with the Professional Standards for Educational Leaders (formerly ISLLC/ ELCC).

Learning Outcomes

Apply quality standards to enhance instructional rigor and instructional strategies fostering student learning and development and augment teacher professional development

Select strategies to cultivate an inclusive and supporting learning environment to enhance accessibility, community collaboration, and student success

Analyze the aspects of professional capacity and resource needs for a quality professional learning community promoting an effective and efficient learning environment for all teachers, staff, and students

Synthesize current educational research and theory within educational evidence-based practice for ongoing school improvement

Facilitate effective educational leadership vision and integrity through strategic planning involving data-driven decision-making and evidence-based practice

Basis for Admission

A bachelor's degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Education (MEd) in Educational Leadership (EdL) requires 30 credit hours for degree completion. The MEEDL program includes one foundational course, taken by all students regardless of their undergraduate degree, which forms and strengthens fundamental skills. The next 24 credit hours in the program are core courses that capture the essence of educational leadership. Students end the program with a 3 credit hour capstone course.

The MEEDL degree program has the following graduation requirements:

A minimum of 24 credit hours of graduate instruction must be completed through NCU

Successful completion of all courses with a "B" or better

Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 6 semester credit hours in transfer toward the MEEDL for graduate course work completed at an external, accredited college or university with a course grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

NCU allows 5 years to complete the 30 credit hour MEEDL program.

Estimated time for completion of this program is 27 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Additional MEEDL Information

CERTIFICATION AND LICENSING

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEEDL program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

"Move up" steps on the salary schedule

Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12)

Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification)

Meet the needs of increasingly diverse students

Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant)

SCHOOL OF EDUCATION CURRICULUM

The School of Education curriculum emphasizes a combination of learning theory, instructional strategies, and technology integration for educators working with any grade level, and within professional associations, organizations or as a consultant. The emphasis is on students transforming theory immediately into practice and faculty tailoring

instruction to enhance student understanding and achievement. The program aims to produce graduates who understand the scope, pace, and magnitude of the transformation of education within the world that is taking place; and to assist students to meet the challenges of state and national standards (if desired), while meeting the learning needs of educators who work beyond the classroom.

STATE OF THE ART CONTENT

The School of Education sequence of courses undergoes constant review to ensure that while maintaining depth of focus, the program continually includes latest educational innovations and provides participants the tools to incorporate them into pedagogy. The curriculum content and related URL links are current and pertinent. All School of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

Course Sequence

- EDU-5000 - Foundations for Graduate Study in Education
- ED-5012 - Leadership in Educational Organizations
- EDL-5004 - School Law
- ED-5016 - Instructional Supervision and Leadership
- ED-5044 - Technology and a Vision for the Future
- EDL-5013 - School Finance
- ED-5015 - School Safety
- EDL-5033 - School Based Leadership
- ED-5031 - Policy and Politics in the Administration of Education
- ED-6500 - MEd Capstone

Master of Science in Instructional Design, MS

Description of Program

Instructional design (ID) is a craft – a blend of science and art. Students who complete the Master of Science in Instructional Design (MSID) program will be able to apply intermediate design skills within work settings that span all industry sectors. The MSID program outcomes are aligned to the ID competencies established by the International Board of Standards for Training, Performance, and Instruction (IBSTPI), the Association for Talent Development (ATD), and the standards of the Association for Educational Communication and Technology (AECT). These competencies and standards include planning, analyses, universal design, development, rapid prototyping, implementation, evaluation, and project management of instructional and training interventions.

****Note: Program availability may vary by state - please contact the Enrollment Office for more information****

Learning Outcomes

- Employ communication strategies in instructional design
- Investigate ethical, legal, and political factors influencing instructional and training interventions
- Analyze relevant principles and theories in the context of instructional design
- Conduct necessary analyses to inform the design of instructional and training solutions
- Design research-based instructional and training solutions using multiple delivery systems

Basis for Admissions

A conferred Bachelor's degree from a regionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science in Instructional Design (MSID) requires 36 credit hours for degree completion. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MSID degree program has the following graduation requirements:

- A minimum of 30 credit hours of graduate instruction must be completed through NCU
- Successful completion of any PK-12 core course signature assignments with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Education for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

NCU allows 6 years to complete all 36 credit hour master's programs.

Normal time to completion for this program is 59 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 25 months.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Course Sequence

- EDU-5000 - Foundations for Graduate Study in Education
- ID-5000 - Fundamentals of Instructional Design
- ID-5010 - Applying Theory to Instructional Design
- ID-5020 - Analyzing Needs, Contexts, and Learners
- ID-5030 - Assessment of Learning
- ID-5040 - Design Principles for Multimedia Learning
- ID-5050 - Development of Learning Materials
- ID-5060 - Authoring Tools for Design and Development
- ID-5070 - Development Models and Evaluation of Design

ID-5080 - Special Considerations in Design Practice
ID-5090 - Project Management for Instructional Design
ID-6000 - Instructional Design Capstone Experience

Post-Master's Certificate

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (a total of 18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Education certificate, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses). Students must complete all six NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis for Admissions

Admission to the Post-Master's Certificate program requires a conferred master's level or higher degree from a regionally or nationally accredited academic institution.

Scope

6 NCU Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a NCU master's program cannot be applied towards a Post-Master's Certificate program.

Post-Master's Certificate Transfer into a Doctoral Sequence

Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework, assuming the student officially applies for the Post-Master's Certificate prior to completing the fourth course in the Post-Master's Certificate series.

Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.

Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Time to Completion

Normal time to completion for this program is 16 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New

students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

NCU allows 2 years to complete all Post-Master's Certificate.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a doctoral program in a school other than the school from which the student obtained the Post-Master's Certificate, the University does not guarantee that any of the courses will be transferable to a program of another NCU school.

EXAMPLE: Student obtains a Post-Master's Certificate through the School of Business, but wants to obtain a doctorate through the School of Behavioral and Health Sciences.

In these cases, the School Dean (from the School in which the student wants to obtain the doctorate) will review the Post-Master's Certificate courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

Curriculum & Teaching (CT)

Required Courses - 18 credit hours

- CT-7000 - Developing Instructional Strategies and Curriculum
- CT-7001 - The Role of the Teacher Practitioner
- CT-7002 - Identifying and Maximizing Learning/ Teaching Styles
- CT-7003 - Teaching and Learning Foundations
- CT-7007 - Leadership for Student Achievement
- CT-7008 - Evaluation of Instruction

E-Learning (EL)

Required Courses - 18 credit hours

- EL-7001 - Principles and Practices in E-Learning (Foundation Course)
- EL-7002 - E-Learning Instructional Strategies
- EL-7003 - Instructional Design and Engaging E-Learning Activities
- EL-7004 - The Online Learner
- EL-7006 - Facilitating Adult Learning Online
- EL-7007 - Developing Online Content Ethically and Legally

Early Childhood Education (ECE)

Required Courses - 18 credit hours

- ECE-7001 - Topics in Early Childhood Education
- ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs
- ECE-7003 - Topics in Early Childhood Program Administration
- ECE-7005 - Early Childhood Curriculum and Assessment
- ECE-7007 - Early Childhood Literacy and Literature
- ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education

Educational Leadership (EDL)

Required Courses - 18 credit hours

- ED-7004 - School Law
- ED-7008 - Educating a Diversity of Learners
- ED-7012 - Educational Leadership
- ED-7013 - Financial Issues in Schools
- ED-7022 - Policies and Practices in Leadership
- ED-7030 - Development of Organizational Leadership

English Language Learning (ESL)

Required Courses - 18 credit hours

- ESL-7001 - Instructional Practices
- ESL-7002 - Cultural Diversity
- ESL-7003 - Evaluation of Diverse Students
- ESL-7004 - Bilingual Instructional Methods
- ESL-7005 - Developing Curriculum for ESL Students
- ESL-7007 - Second Language Foundations

General Education

The General Education certificate program allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 18 credit hours for the certificate in General Education. Students must take at least four education courses from any of the Education Post-Master's Certificate programs offered and may take up to two courses from the Post-Master's Certificate offered in other fields (Psychology, Technology and/or Business) to fulfill their General Education certificate requirements.

Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Courses - 18 credit hours

- ED-7004 - School Law
- ED-7008 - Educating a Diversity of Learners
- ED-7012 - Educational Leadership
- ED-7014 - Practices in School Organization
- ED-7016 - Supervision and Leadership in Schools
- ED-7017 - Systems Dynamics

Note

Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their General Education certificate courses based on personal and professional goals and to work with their Academic and Finance Advisor to revise their degree plan.

Global Training and Development (GTD)

Required Courses - 18 credit hours

- GTD-7000 - Human Performance: Paradigms and Possibilities
- GTD-7005 - Strategic Links for Successful Global Training

GTD-7007 - The Role of Technology in the Global Training Marketplace
GTD-7011 - Best Practices for Training and Presenting to International Audiences
GTD-7013 - Evaluating Training Programs
GTD-7019 - Trainer as Consultant in the Global Marketplace

Instructional Leadership (IL)

Required Courses - 18 credit hours

IL-7000 - The Culture of Learning
IL-7001 - Leader as Advocate and Decision Maker
IL-7002 - Leader as Community Advocate
ED-7030 - Development of Organizational Leadership
ED-7035 - Curriculum Supervision
ED-7036 - Innovation for Change

International Education (IE)

Required Courses - 18 credit hours

IE-7001 - Introduction to Global and Comparative Education
IE-7003 - Culture, Society, and Education in Comparative Perspective
IE-7005 - International Organizations in Global Education
IE-7007 - International Education Leadership
IE-7017 - International Education Concepts and Theory
IE-7021 - Global Perspectives on Ethical Issues

Leadership in Higher Education (LHE)

Required Courses - 18 credit hours

LHE-7004 - Organization and Governance of Higher Education
LHE-7005 - Legal Issues in Higher Education
LHE-7008 - Higher Education Finance
LHE-7010 - Current Trends and Topics in Higher Education
LHE-7011 - Foundations of Higher Education Leadership
LHE-7012 - Strategic Planning & Institutional Effectiveness in Higher Education

Organizational Leadership (OL)

Required Courses - 18 credit hours

OL-7100 - Conflict Resolution and Mediation
OL-7101 - Building Organizational Capacity
OL-7102 - Leadership Ethics to Attain Organizational Excellence
OL-7103 - Theory and Practice of Organizational Leadership
OL-7104 - Leadership in Nonprofit Organizations
OL-7105 - Leadership in Organizational Change

Special Education

Required Courses - 18 credit hours

SE-7000 - Introduction to the Exceptional Student

SE-7001 - Assessment in Special Education
SE-7003 - Characteristics of Students with Emotional and/or Behavioral Disorders
SE-7004 - Characteristics of Students with Intellectual Disabilities
SE-7005 - Law in Special Education
SE-7006 - Teaching Strategies in Special Education

Sport and Athletic Management Specialization

Required Courses - 18 credit hours

SM-7100 - Development of Human Resource Strategies in Intercollegiate Athletics
SM-7103 - Intercollegiate Sport Governance
SM-7106 - Legal Aspects of Equity in Intercollegiate Athletics
SM-7109 - Sport Compliance
SM-7112 - Advising the Student Athlete
SM-7115 - Facility Management and Programming

Education Specialist, EdS

Description of Program

The EdS program is designed specifically for professionals who desire continuing education in response to the national and international need for professionals trained to work in diverse organizational settings. This program is tailored for students who aspire to engage in advanced levels of professional practice while increasing leadership and scholarship skills to develop solutions and communicate ideas to diverse stakeholders within a chosen field of study. Each specialization within the EdS prepares students for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Learning Outcomes

Develop skills to support educational practices across diverse instructional and organizational settings
Communicate with diverse audiences about educational theories, research, and practices
Analyze professional skills, dispositions, and technology options for learning and educating diverse groups
Apply evidence-based solutions for addressing educational, organizational, and societal issues
Analyze current research, theories, and instructional practices in educational and organizational environments

Basis for Admissions

Admission to the Education Specialist (EdS) program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

In addition to general requirements for admission to an EdS program, applicants to the EdS program with a specialization in Nursing Education must provide a copy of the following:

A valid and active RN license from the United States

Degree Requirements

The EdS Program may be completed in 33 credits. An Academic and Finance Advisor or Enrollment Specialist evaluates each student individually and works with the student to create an academically sound Learning Plan based on prior academics and their professional goals.

The University may accept up to 12 semester credit hours in transfer with a maximum of 9 semester credit hours in transfer eligible toward the specialization courses in the Education Specialist degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdS program. See the Transfer Credit Policy for additional information.

Individuals with a previously completed master's degree will meet the basis of admission to the Education Specialist Program. Students enrolled in the Education Specialist program are required to complete foundations, scholarly writing, specialization courses, and the capstone course with a Grade Point Average of 3.00 (B) or higher.

The Education Specialist (EdS) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdS attracts individuals who are primarily professionals either at the PK-12 level or the higher education level. (Enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). The EdS capstone focuses on solving a problem in the workplace or in the professional field of education and results in a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills.

Time to Completion

NCU allows 5 years to complete the EdS degree.

Normal time to completion for this program is 51 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Course Sequence

The EdS in Education requires two Foundations courses, two Research courses, six Specialization courses, and one Capstone course for a total of 33 credit hours.

All Education Specialist (EdS) programs require the foundation courses and specialization courses be completed prior to students entering into the capstone course.

- EDU-8000 - Foundations for Doctoral Study in Education
- EDU-8001 - Advanced Scholarly Writing
- Specialization Course 1
- EDR-8203 - Research Methods
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- EDR-8204 - Advanced Qualitative Design and Measurement -OR- EDR -8205 Advanced Quantitative Design and Measurement
- Specialization Course 5
- Specialization Course 6
- ED-7053 - Education Specialist Capstone Project

Curriculum and Teaching (CT) Specialization

This specialization provides students with the skill sets, knowledge and competencies to become a leader in the area of curriculum design and teaching. The specialization will provide an in-depth review of current practices, research, and contemporary teaching issues.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- CT-7000 - Developing Instructional Strategies and Curriculum
- CT-7001 - The Role of the Teacher Practitioner
- CT-7002 - Identifying and Maximizing Learning/ Teaching Styles
- CT-7003 - Teaching and Learning Foundations
- CT-7004 - Language and Literacy Education
- CT-7005 - Literacy: Focus on Curriculum
- CT-7007 - Leadership for Student Achievement
- CT-7008 - Evaluation of Instruction

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- EL-7001 - Principles and Practices in E-Learning (Foundation Course)
- EL-7002 - E-Learning Instructional Strategies
- EL-7003 - Instructional Design and Engaging E-Learning Activities
- EL-7004 - The Online Learner
- EL-7006 - Facilitating Adult Learning Online
- EL-7007 - Developing Online Content Ethically and Legally

EL-7010 - Online Learning for the PK-12 Students

ED-7008 - Educating a Diversity of Learners

Early Childhood Education (ECE) Specialization

The Education Specialist in Early Childhood Education program allows students to explore a broad spectrum of topics from growth and development, childhood literature, program administration, curriculum and assessment, and stakeholder partnerships. The specialization is designed with an emphasis on the development of skills in scientific inquiry and leadership. Students enrolled in this program will develop an understanding of theory related to the study of education in early childhood. Students will apply research findings in an informed manner and conduct applied research and program evaluation.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

ECE-7001 - Topics in Early Childhood Education

ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs

ECE-7003 - Topics in Early Childhood Program Administration

ECE-7005 - Early Childhood Curriculum and Assessment

ECE-7007 - Early Childhood Literacy and Literature

ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education

CT-7004 - Language and Literacy Education

CT-7005 - Literacy: Focus on Curriculum

English Language Learning (ESL) Specialization

The pedagogy of language acquisition is of extreme importance in today's classrooms and businesses. This specialization provides the knowledge base to build successful programs to enhance the learning of the English language, to assess skills of diverse students, and to design instruction with multilingual materials. A practicum is possible for this level of study in English Language Learning. (Note: Students seeking ELL/ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

Specialization Courses – 18 credit hours

Select 6 courses from the following:

ESL-7001 - Instructional Practices

ESL-7002 - Cultural Diversity

ESL-7003 - Evaluation of Diverse Students

ESL-7004 - Bilingual Instructional Methods

ESL-7005 - Developing Curriculum for ESL Students

ESL-7007 - Second Language Foundations

General Education Specialization

The General Education specialization allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 18 credit hours for the specialization in General Education. Students may take education courses at the 7000 or 8000 course-level including up to two courses from other fields (Psychology, Technology and/or Business) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Specialization Courses - 18 Credit Hours

Select 6 courses from the following:

- ED-7004 - School Law
- ED-7008 - Educating a Diversity of Learners
- ED-7012 - Educational Leadership
- ED-7014 - Practices in School Organization
- ED-7016 - Supervision and Leadership in Schools
- ED-7013 - Financial Issues in Schools

Note:

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic and Finance Advisor to revise their degree plan.

Global Training and Development (GTD) Specialization

The graduates from Global Training and Development are tomorrow's leaders in the field of training. The coursework entails theoretical and practical information from the areas of organizational leadership, human resources, and adult education as well as a series of research courses in which strategies are changed, reviewed, and prioritized for future effectiveness. The specialization emphasizes systemic leadership and organizational capacity.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- GTD-7000 - Human Performance: Paradigms and Possibilities
- GTD-7005 - Strategic Links for Successful Global Training
- GTD-7007 - The Role of Technology in the Global Training Marketplace
- GTD-7011 - Best Practices for Training and Presenting to International Audiences
- GTD-7013 - Evaluating Training Programs
- GTD-7019 - Trainer as Consultant in the Global Marketplace
- ED-7017 - Systems Dynamics
- ED-7030 - Development of Organizational Leadership

Instructional Leadership (IL) Specialization

Leaders are needed to assist school districts and state educational boards with improvement of instructional capacities in our schools. This specialization provides a strong background in the supervision of instruction and the ability to assess and interpret data. The specialization focuses on instructional improvements and reform to enhance student achievement.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- IL-7000 - The Culture of Learning
- IL-7001 - Leader as Advocate and Decision Maker
- IL-7002 - Leader as Community Advocate
- ED-7014 - Practices in School Organization
- ED-7016 - Supervision and Leadership in Schools
- ED-7035 - Curriculum Supervision
- ED-7030 - Development of Organizational Leadership
- ED-7036 - Innovation for Change

International Education (IE) Specialization

Today, leaders are needed who are trained with the skills and practical knowledge required to work effectively within the context of global economic, political, cultural, community influences in education. These same leaders must be aware of global trends and issues in the field of education, recognize the various dimensions of educational interventions and be able to analyze the implications for students nationally and internationally. Additionally, students in this specialization analyze the roles and approaches of international, comparative, and educational practicum.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- IE-7001 - Introduction to Global and Comparative Education
- IE-7003 - Culture, Society, and Education in Comparative Perspective
- IE-7005 - International Organizations in Global Education
- IE-7009 - Education in Conflict and Emergencies
- IE-7013 - Globalization and Educational Change
- IE-7007 - International Education Leadership
- IE-7017 - International Education Concepts and Theory
- IE-7021 - Global Perspectives on Ethical Issues

Leadership in Higher Education (LHE) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Action or applied research is conducted to identify future directions of national and global higher education leadership.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- LHE-7004 - Organization and Governance of Higher Education
- LHE-7005 - Legal Issues in Higher Education
- LHE-7006 - Student Affairs Leadership
- LHE-7007 - Strategic Enrollment Leadership
- LHE-7008 - Higher Education Finance
- LHE-7010 - Current Trends and Topics in Higher Education
- LHE-7011 - Foundations of Higher Education Leadership
- LHE-7012 - Strategic Planning & Institutional Effectiveness in Higher Education
- LHE-7013 - Community College Curriculum and Program Development
- LHE-7014 - Introduction to the Community College

Learning Analytics in Higher Education (LAHE) Specialization

This specialization seeks to immerse the student into the ever growing field of learner analytics. Students will be exposed to history of data analytics, which includes the identification of both early and prominent foundations of learner analytics, as well as an introduction to key theories, leading experts, useful best practices, and applications in higher education. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the education world, as well as provide an introduction into the components of data, data mining, and types of data analytics, inclusive of tools to extract and analyze data educational research methods, and relative predictive statistical test that are used in the field. Exposure to important issues within the realm of learning analytics, such as technology and the role of Learning Management Systems (LMS) in personal learning, intelligent data, and adaptive modeling is also crucial to the student. Additionally, this specialization will address key components of data integrity such as data privacy (FERPA), data security and time sensitivity, as well as identify relevant higher education

users and key stakeholders and discuss how to build institutional capacity and drive improvement by properly using learning analytics to improve educational outcomes.

Specialization Courses - 18 Credit Hours

Select 6 courses from the following:

- LAHE-7000 - Introduction to Learning and Knowledge Analytics
- LAHE-7001 - Using Educational Data
- LAHE-7002 - A Macro Level Approach to Learning Analytics in Higher Education
- LAHE-7003 - Applying Learning Analytics in Higher Education
- LAHE-7004 - Learning Analytic Tools
- LAHE-7005 - Implementing a Higher Education Learning Analytics Project

Learning Analytics in K-12 Education (LAK) Specialization

The Learning Analytics in K-12 Education specialization seeks to immerse the student into this increasingly popular and growing field of educational learning analytics. Student will be exposed to the history of data analytics, including the identification of both early and prominent foundations of learner analytics, as well as an introduction to key theories, leading experts, useful best practices, and applications in K-12 learning environments. Students will learn the difference between Academic and Learning Analytics and understand the role technology and data mining plays in both. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the K-12 educational world, such as demographics, academic ability, academic performance, academic history, academic effort, student engagement measures, technology and online facility measures, school support indicators such as tutoring, technology and online learning tools, and family financial aid well as socioeconomic background information.

Specialization Courses - 18 Credit Hours

Select 6 courses from the following:

- LAK-7000 - Introduction to Learning Analytics
- LAK-7001 - K-12 Educational Data
- LAK-7002 - K-12 Analytics Decision Making: An Administrators Perspective
- LAK-7003 - K-12 Learning Analytic Considerations
- LAK-7004 - K-12 Analytic Tools
- LAK-7005 - Implementing a K-12 Analytics Project

Nursing Education (NUR) Specialization

The principal mission of this specialization is to prepare nurse educators and leaders in nursing education. In this interdisciplinary specialization, students take courses in the School of Education and the School of Health Sciences. The recent shortage of nursing faculty has resulted in a scarcity of enrollment vacancies in U.S. nursing programs. It is this gap that NCU's Nursing Education specialization is designed to fill.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- NUR-7000 - Nursing Education Theories and Concepts
- NUR-7001 - Future of Nursing Education - Challenges for the Educational Leader
- NUR-7002 - The Nurse as Educator
- NUR-7003 - Evidenced Based Teaching in Nursing
- NUR-7004 - Teaching with Technology in Nursing Education
- NUR-7005 - Assessment and Evaluation in Nursing Education

Organizational Leadership (OL) Specialization

Designed for professionals aspiring towards leadership roles in education, corporate, government, or community organizations, this specialization equips students with the tools necessary to make things happen in any organization. This specialization concentrates on the strategies to forge alliances, build confidence, and inspire a shared vision. This curriculum is grounded in applied research and provides exploration of issues and resolutions in contemporary organizations.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- OL-7100 - Conflict Resolution and Mediation
- OL-7101 - Building Organizational Capacity
- OL-7102 - Leadership Ethics to Attain Organizational Excellence
- OL-7103 - Theory and Practice of Organizational Leadership
- OL-7104 - Leadership in Nonprofit Organizations
- OL-7105 - Leadership in Organizational Change

Special Education (SE) Specialization

The program is designed for students who work with gifted and disabled students in a variety of settings. The course offerings in this specialization cover a wide spectrum of issues related to individuals with disabilities, including the development and characteristics of students, learning differences, and instructional strategies to address the needs of these students. Additionally, the specialization will provide the skills to plan, assess, and deliver instruction to students with mental, physical, behavioral, learning disabilities, and the gifted student.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- SE-7000 - Introduction to the Exceptional Student
- SE-7001 - Assessment in Special Education
- SE-7002 - Characteristics of Student with Specific Learning Disabilities
- SE-7003 - Characteristics of Students with Emotional and/or Behavioral Disorders
- SE-7004 - Characteristics of Students with Intellectual Disabilities
- SE-7005 - Law in Special Education
- SE-7006 - Teaching Strategies in Special Education

Sport and Athletic Management (SM) Specialization

The Education Specialist degree with a specialization in Sport and Athletic Management provides educators with leadership expertise in this growing field. The program is designed to allow students the ability to increase their understanding of the field of Sport and Athletic Management through practical application and doctoral research on the influences that impact sports and athletics. The program includes a combination of science-based academics, research methods, and real-world experience with an emphasis on the ever-changing financial, legal, political, and marketing concerns within the sports industry.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- SM-7100 - Development of Human Resource Strategies in Intercollegiate Athletics
- SM-7103 - Intercollegiate Sport Governance
- SM-7106 - Legal Aspects of Equity in Intercollegiate Athletics

SM-7109 - Sport Compliance
SM-7112 - Advising the Student Athlete
SM-7115 - Facility Management and Programming
SM-7118 - Financial Administration of Sports Facilities and Programs

Education Specialist in Educational Leadership, EdS

Description of Program

In this program, you will build on the knowledge, skills, and leadership traits acquired through a master's degree and educational practice. You will critically analyze at an advanced level how a broad range of disciplinary theories, leadership trends, and traits can be applied across diverse organizations. You will be prepared to make research-based, ethical decisions that improve issues, systems, and practice within current and emerging educational organizations. While the degree is not specific to PK-12 education, the program does align with the Professional Standards for Educational Leaders (PSEL).

Learning Outcomes

- Apply quality standards to enhance instructional rigor and instructional strategies fostering student learning and development and augment teacher professional development
- Analyze the aspects of professional capacity and resource needs for a quality professional learning community promoting an effective and efficient learning environment for all teachers, staff, and students
- Facilitate effective educational leadership vision and integrity through strategic planning involving data-driven decision-making and evidence-based practice
- Evaluate and select strategies to cultivate an inclusive and supporting learning environment to enhance accessibility, community collaboration, and student success
- Synthesize current educational research and theory within educational evidence-based practice for ongoing school improvement

Basis for Admission

Admission to the EdS-EdL requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Education Specialist (EdS) in Educational Leadership (EdL) requires 33 credit hours for degree completion. The EdS-EdL program includes two foundational courses (6 credit hours) and eight core courses (24 credit hours) which must be completed prior to engaging in the final, 3 credit hour capstone course.

The EdS-EdL degree program has the following graduation requirements:

- A minimum of 21 credit hours of graduate instruction must be completed through NCU
- Successful completion of all courses with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept up to 12 semester credit hours earned with a grade of "B" or better for graduate coursework completed at an accredited college or university and evaluated to be substantially equivalent in content with the required course work for the EdS-EdL program. See the Transfer Credit Policy for additional information.

Time to Completion

NCU allows 5 years to complete the EdS-EDL degree.

Normal time to completion for this program is 51 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their

Certification and Licensing

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS-EdL program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Course Sequence

- EDU-8000 - Foundations for Doctoral Study in Education
- EDU-8001 - Advanced Scholarly Writing
- ED-7030 - Development of Organizational Leadership
- ED-7012 - Educational Leadership
- EDL-8335 - Evidence-Based Decision-Making in Educational Leadership
- ED-7008 - Educating a Diversity of Learners
- ED-7013 - Financial Issues in Schools
- ED-7004 - School Law
- EDR-8203 - Research Methods
- EDL-7040 - Leadership in Instructional Technology
- ED-7053 - Education Specialist Capstone Project

Doctor of Education, EdD

Description of Program

The EdD program attracts innovative self-starters who have leadership responsibility to provide learning and training for individuals in colleges, PK-12 schools, proprietary organizations, private, non-profit, and public organizations, or the military. This doctoral degree program emphasizes the application of theoretical knowledge and research to advance practice within a field of study. You will gain the knowledge, skills, and dispositions to make informed, ethical decisions, develop solutions, and communicate ideas to diverse stakeholders addressing current educational, organizational, and societal issues.

Learning Outcomes

- Recommend policies advancing equity and social justice in educational organizations
- Select ethical and regulatory compliant actions supporting the mission and vision of organizations
- Develop leadership skills through the integration of theoretical constructs with professional practice
- Create strategic and tactical plans to improve organizations
- Construct theory-informed decisions for addressing complex problems of practice

Basis for Admissions

Admission to the Doctor of Education program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), and doctor of education (EdD).

In addition to general requirements for admission to an EdD program, applicants to the EdD program with specialization in **Nursing Education** must provide a copy of the following:

- A valid and active RN license from the United States

Degree Requirements

The EdD Program requires 54 credits for degree completion. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Individuals with a previously completed master's degree will meet the basis of admission to the Doctor of Education Program.

Doctoral courses are comprised of methods, the comprehensive exam course, and the dissertation with a Grade Point Average of 3.00 (B) or higher.

EdD students must demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

NCU may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program. See the Transfer Credit Policy for additional information.

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows 7 years to complete all doctoral programs of 60 credits or less.

Normal time to completion for this program is 83 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New

students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The Doctor of Education (EdD) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdD attracts individuals who are primarily professional administrators either at the PK-12 level or the higher education level. (Deans, enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). EdD research focuses on solving a problem in the workplace or in the professional field of education and results in a dissertation, but also produces a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills. For EdD students, all the statistics they will need is embedded into the Research Courses. An oral presentation of the dissertation is required.

All foundation competency courses, specialization courses, and method coursework must be completed prior to students entering into the Comprehensive Assessment. Upon successful completion of the Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus, students become official Doctoral Candidates and may move onward to the dissertation coursework which is completed sequentially.

In the Doctor of Education, specializations such as Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EL), English Language Learning (ESL), Instructional Leadership (IL), Special Education (SE), and Sports Management (SM) have a curriculum focused on the PK-12 environment.

*The elective course scheduled as part of the initial degree may be changed upon request. Students should contact their Academic and Finance Advisor for assistance.

EDU-8000 - Foundations for Doctoral Study in Education
EDU-8001 - Advanced Scholarly Writing

Specialization Course 1
EDR-8200 - Scholarly Literature Review
Specialization Course 2
EDR-8203 - Research Methods
Specialization Course 3
EDR-8201 - Statistics I
Specialization Course 4
EDR-8204 - Advanced Qualitative Design and Measurement
Specialization Course 5
EDR-8205 - Advanced Quantitative Design and Measurement
Specialization or Elective Course*
CMP-9601E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
DIS-9901A - Components of the Dissertation
DIS-9902A - The Dissertation Proposal
DIS-9903A - Institutional Review Board (IRB) and Data Collection
DIS-9904A - The Dissertation Manuscript and Defense

Curriculum and Teaching (CT) Specialization

This specialization provides students with the skill sets, knowledge and competencies to become a leader in the area of curriculum design and teaching. The specialization will provide an in-depth review of current practices, research, and contemporary teaching issues.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

CT-7000 - Developing Instructional Strategies and Curriculum
CT-7001 - The Role of the Teacher Practitioner
CT-7002 - Identifying and Maximizing Learning/ Teaching Styles
CT-7003 - Teaching and Learning Foundations
CT-7004 - Language and Literacy Education
CT-7005 - Literacy: Focus on Curriculum
CT-7007 - Leadership for Student Achievement
CT-7008 - Evaluation of Instruction

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

EL-7001 - Principles and Practices in E-Learning (Foundation Course)
EL-7002 - E-Learning Instructional Strategies
EL-7003 - Instructional Design and Engaging E-Learning Activities
EL-7004 - The Online Learner
EL-7006 - Facilitating Adult Learning Online
EL-7007 - Developing Online Content Ethically and Legally
EL-7010 - Online Learning for the PK-12 Students

Early Childhood Education (ECE) Specialization

The Doctor of Education in Early Childhood Education program allows students to explore a broad spectrum of topics from growth and development, childhood literature, program administration, curriculum and assessment, and stakeholder partnerships. The specialization is designed with an emphasis on the development of skills in scientific inquiry and leadership. Students enrolled in this program will develop an understanding of theory related to the study of education in early childhood. Students will apply research findings in an informed manner and conduct applied research and program evaluation.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- ECE-7001 - Topics in Early Childhood Education
- ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs
- ECE-7003 - Topics in Early Childhood Program Administration
- ECE-7005 - Early Childhood Curriculum and Assessment
- ECE-7007 - Early Childhood Literacy and Literature
- ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education
- CT-7004 - Language and Literacy Education
- CT-7005 - Literacy: Focus on Curriculum

English Language Learning (ESL) Specialization

The pedagogy of language acquisition is of extreme importance in today's classrooms and businesses. This specialization provides the knowledge base to build successful programs to enhance the learning of the English language, to assess skills of diverse students, and to design instruction with multilingual materials. A practicum is possible for this level of study in English Language Learning. (Note: Students seeking ELL/ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- ESL-7001 - Instructional Practices
- ESL-7002 - Cultural Diversity
- ESL-7003 - Evaluation of Diverse Students
- ESL-7004 - Bilingual Instructional Methods
- ESL-7005 - Developing Curriculum for ESL Students
- ESL-7007 - Second Language Foundations

General Education Specialization

The General Education specialization allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 15 credit hours for the specialization in General Education. Students may take education courses at the 7000 or 8000 level including up to two courses from other fields (Psychology, Technology and/or Business) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Specialization Courses - 15 credit hours

- ED-7004 - School Law
- ED-7008 - Educating a Diversity of Learners

- ED-7012 - Educational Leadership
- ED-7014 - Practices in School Organization
- ED-7016 - Supervision and Leadership in Schools

Note

Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic and Finance Advisor to revise their degree plan.

Global Training and Development (GTD) Specialization

The graduates from Global Training and Development are tomorrow's leaders in the field of training. The coursework entails theoretical and practical information from the areas of organizational leadership, human resources, and adult education as well as a series of research courses in which strategies are changed, reviewed, and prioritized for future effectiveness. The specialization emphasizes systemic leadership and organizational capacity.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- GTD-7000 - Human Performance: Paradigms and Possibilities
- GTD-7005 - Strategic Links for Successful Global Training
- GTD-7007 - The Role of Technology in the Global Training Marketplace
- GTD-7011 - Best Practices for Training and Presenting to International Audiences
- GTD-7013 - Evaluating Training Programs
- GTD-7019 - Trainer as Consultant in the Global Marketplace
- OL-7101 - Building Organizational Capacity
- OL-7100 - Conflict Resolution and Mediation
- ED-7017 - Systems Dynamics
- OL-7102 - Leadership Ethics to Attain Organizational Excellence
- ED-7030 - Development of Organizational Leadership

Instructional Leadership (IL) Specialization

Leaders are needed to assist school districts and state educational boards with improvement of instructional capacities in our schools. This specialization provides a strong background in the supervision of instruction and the ability to assess and interpret data. The specialization focuses on instructional improvements and reform to enhance student achievement.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- IL-7000 - The Culture of Learning
- IL-7001 - Leader as Advocate and Decision Maker
- IL-7002 - Leader as Community Advocate
- ED-7014 - Practices in School Organization
- ED-7016 - Supervision and Leadership in Schools
- ED-7035 - Curriculum Supervision
- ED-7030 - Development of Organizational Leadership
- ED-7036 - Innovation for Change

International Education (IE) Specialization

Today, leaders are needed who are trained with the skills and practical knowledge required to work effectively within the context of global economic, political, cultural, community influences in education. These same leaders must be aware of global trends and issues in the field of education, recognize the various dimensions of educational interventions and be able to analyze the implications for students nationally and internationally. Additionally, students in this specialization analyze the roles and approaches of international, comparative, and educational practicum.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- IE-7001 - Introduction to Global and Comparative Education
- IE-7003 - Culture, Society, and Education in Comparative Perspective
- IE-7005 - International Organizations in Global Education
- IE-7009 - Education in Conflict and Emergencies
- IE-7013 - Globalization and Educational Change
- IE-7007 - International Education Leadership
- IE-7017 - International Education Concepts and Theory
- IE-7021 - Global Perspectives on Ethical Issues

Leadership in Higher Education (LHE) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Action or applied research is conducted to identify future directions of national and global higher education leadership.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- LHE-7004 - Organization and Governance of Higher Education
- LHE-7005 - Legal Issues in Higher Education
- LHE-7006 - Student Affairs Leadership
- LHE-7007 - Strategic Enrollment Leadership
- LHE-7008 - Higher Education Finance
- LHE-7010 - Current Trends and Topics in Higher Education
- LHE-7011 - Foundations of Higher Education Leadership
- LHE-7012 - Strategic Planning & Institutional Effectiveness in Higher Education
- LHE-7013 - Community College Curriculum and Program Development
- LHE-7014 - Introduction to the Community College

Learning Analytics in Higher Education (LAHE) Specialization

This specialization seeks to immerse the student into the ever growing field of Learner Analytics. Students will be exposed to history of data analytics, which includes the identification of both early and prominent foundations of learner analytics, as well as an introductions to key theories, leading experts, useful best practices, and applications in higher education. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the education world, as well as provide and introduction into the components of datum, data mining, and types of data analytics, inclusive of tools to extract and analyze data, educational research methods, and relative predictive statistical test that are used in the field. Exposure to important issues within the realm of learning analytics, such as technology and the role of Learning Management Systems (LMS) in personal learning, intelligent data, and adaptive modeling is also crucial to the student. Additionally, this specialization will address key components of data integrity such as data privacy (FERPA), data security and time sensitivity, as well as identify relevant higher education users and key stakeholders and discuss how to build institutional capacity and drive improvement by properly using learning analytics to improve educational outcomes.

Specialization Courses – 15 credit hours

- LAHE-7000 - Introduction to Learning and Knowledge Analytics
- LAHE-7001 - Using Educational Data
- LAHE-7002 - A Macro Level Approach to Learning Analytics in Higher Education
- LAHE-7003 - Applying Learning Analytics in Higher Education
- LAHE-7004 - Learning Analytic Tools
- LAHE-7005 - Implementing a Higher Education Learning Analytics Project

Learning Analytics in K-12 Education (LAK) Specialization

The Learning Analytics in K-12 Education specialization seeks to immerse the student into this increasingly popular and growing field of educational learning analytics. Student will be exposed to the history of data analytics, including the identification of both early and prominent foundations of learner analytics, as well as an introduction to key theories, leading experts, useful best practices, and applications in K-12 learning environments. Students will learn the difference between Academic and Learning Analytics and understand the role technology and data mining plays in both. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the K-12 educational world, such as demographics, academic ability, academic performance, academic history, academic effort, student engagement measures, technology and online facility measures, school support indicators such as tutoring, technology and online learning tools, and family financial aid well as socioeconomic background information.

Specialization Courses - 15 Credit Hours

Select 5 courses from the following:

- LAK-7000 - Introduction to Learning Analytics
- LAK-7001 - K-12 Educational Data
- LAK-7002 - K-12 Analytics Decision Making: An Administrators Perspective
- LAK-7003 - K-12 Learning Analytic Considerations
- LAK-7004 - K-12 Analytic Tools
- LAK-7005 - Implementing a K-12 Analytics Project

Nursing Education (NUR) Specialization

The principal mission of this specialization is to prepare nurse educators and leaders in nursing education. In this interdisciplinary specialization, students take courses in the School of Education and the School of Health Sciences. The recent shortage of nursing faculty has resulted in a scarcity of enrollment vacancies in U.S. nursing programs. It is this gap that NCU's Nursing Education specialization is designed to fill.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- NUR-7000 - Nursing Education Theories and Concepts
- NUR-7001 - Future of Nursing Education - Challenges for the Educational Leader
- NUR-7002 - The Nurse as Educator
- NUR-7003 - Evidenced Based Teaching in Nursing
- NUR-7004 - Teaching with Technology in Nursing Education
- NUR-7005 - Assessment and Evaluation in Nursing Education

Organizational Leadership (OL) Specialization

Designed for professionals aspiring towards leadership roles in education, corporate, government, or community organizations, this specialization equips students with the tools necessary to make things happen in any organization.

This specialization concentrates on the strategies to forge alliances, build confidence, and inspire a shared vision. This curriculum is grounded in applied research and provides exploration of issues and resolutions in contemporary organizations.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- OL-7100 - Conflict Resolution and Mediation
- OL-7101 - Building Organizational Capacity
- OL-7102 - Leadership Ethics to Attain Organizational Excellence
- OL-7103 - Theory and Practice of Organizational Leadership
- OL-7104 - Leadership in Nonprofit Organizations
- OL-7105 - Leadership in Organizational Change

Special Education (SE) Specialization

The program is designed for students who work with gifted and disabled students in a variety of settings. The course offerings in this specialization cover a wide spectrum of issues related to individuals with disabilities, including the development and characteristics of students, learning differences, and instructional strategies to address the needs of these students. Additionally, the specialization will provide the skills to plan, assess, and deliver instruction to students with mental, physical, behavioral, learning disabilities, and the gifted student.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- SE-7000 - Introduction to the Exceptional Student
- SE-7001 - Assessment in Special Education
- SE-7002 - Characteristics of Student with Specific Learning Disabilities
- SE-7003 - Characteristics of Students with Emotional and/or Behavioral Disorders
- SE-7004 - Characteristics of Students with Intellectual Disabilities
- SE-7005 - Law in Special Education

Sport and Athletic Management Specialization

The Doctor of Education degree with a specialization in Sport and Athletic Management provides educators with leadership expertise in this growing field. The program is designed to allow students the ability to increase their understanding of the field of Sport and Athletic Management through practical application and doctoral research on the influences that impact sports and athletics. The program includes a combination of science-based academics, research methods, and real-world experience with an emphasis on the ever-changing financial, legal, political, and marketing concerns within the sports industry.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- SM-7100 - Development of Human Resource Strategies in Intercollegiate Athletics
- SM-7103 - Intercollegiate Sport Governance
- SM-7106 - Legal Aspects of Equity in Intercollegiate Athletics
- SM-7109 - Sport Compliance
- SM-7112 - Advising the Student Athlete
- SM-7115 - Facility Management and Programming
- SM-7118 - Financial Administration of Sports Facilities and Programs

Doctor of Education in Educational Leadership, EdD

Description of Program

The Doctor of Education (EdD) degree in Educational Leadership (EdL) is a practitioner-researcher degree designed to prepare educational leaders who desire to improve educational practice across private and public sectors of PK-12, higher education, military, and corporate learning organizations. You will acquire skills to ethically address the complex problems within educational practice using data-driven decision-making and other conceptual frames linking systematic inquiry with innovative solutions. The degree culminates in the completion of empirical research with direct implications for educational practice.

Learning Outcomes

- Illustrate effective educational leadership vision and integrity through strategic planning involving data-driven decision-making and evidence-based practice
- Determine the aspects of professional capacity and resource needs for a quality professional learning community within a sector-specific learning organization
- Develop effective leadership traits to improve educational practice across diverse learning organizations within public and private sectors
- Devise informed evidence-based solutions to address a complex problem from educational practice
- Conduct empirical research to address a complex problem within educational practice

Basis for Admission

Admission requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Doctor of Education (EdD) in Educational Leadership (EdL) requires 54 credit hours for degree completion. Coursework includes foundations, educational leadership, research methods, the comprehensive exam course, and the dissertation. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

The EdD-EdL degree program has the following graduation requirements:

- A minimum of 42 credit hours of graduate instruction must be completed through NCU
- Successful completion of all courses with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept up to 12 semester credit hours earned with a grade of "B" or better for graduate coursework completed at an accredited college or university and evaluated to be substantially equivalent in content with the required course work for the EdD-EdL program. See the Transfer Credit Policy for additional information.

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral

candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows 7 years to complete all doctoral programs of 60 credits or less.

Normal time to completion for this program is 83 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD-EdL program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

- EDU-8000 - Foundations for Doctoral Study in Education
- EDU-8001 - Advanced Scholarly Writing
- ED-7030 - Development of Organizational Leadership
- ED-7012 - Educational Leadership
- ED-7016 - Supervision and Leadership in Schools
- EDL-8335 - Evidence-Based Decision-Making in Educational Leadership
- EDL-7025 - Educational Policy, Leadership, and Research
- ED-7008 - Educating a Diversity of Learners
- EDR-8200 - Scholarly Literature Review
- EDR-8203 - Research Methods
- EDR-8201 - Statistics I
- EDR-8204 - Advanced Qualitative Design and Measurement -or-
- EDR-8205 - Advanced Quantitative Design and Measurement
- EDL-7040 - Leadership in Instructional Technology
- CMP-9602E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection

Doctor of Education in Instructional Design, EdD

Description of Program

Instructional design (ID) is a craft – a blend of science and art. Students who earn the Doctor of Education in Instructional Design (EdD-ID) will manage complex design projects and apply advanced design skills within work settings spanning all industry sectors. The EdD-ID program outcomes are aligned to the advanced and managerial ID competencies established by the International Board of Standards for Training, Performance, and Instruction (IBSTPI), the Association for Talent Development (ATD), and the standards of the Association for Educational Communication and Technology (AECT). These competencies and standards include planning, analyses, universal design, development, rapid prototyping, implementation, evaluation, and project management of instructional and training interventions.

****Note: Program availability may vary by state - please contact the Enrollment Office for more information****

Learning Outcomes

- Manage complex design processes and products collaboratively with diverse stakeholders
- Interpret leadership theories for their relevance in solving instructional and training problems
- Evaluate technologies used in instructional and training solutions
- Synthesize different principles, theories, and analyses for design projects
- Construct strategies to address ethical, legal, and political factors influencing instructional and training solutions
- Improve professional practice of instructional design

Basis for Admissions

A conferred graduate degree from a regionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Doctor of Education in Instructional Design (EdD-ID) requires 54 credit hours for degree completion. Coursework includes foundations, educational leadership, research methods, the comprehensive exam course, and the dissertation. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed

The EdD-ID degree program has the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through NCU
- Successful completion of all courses with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept up to 12 semester credit hours earned with a grade of "B" or better for graduate coursework completed at an accredited college or university and evaluated to be substantially equivalent in content with the required course work for the EdD-ID program. See the Transfer Credit Policy for additional information.

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
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DCP Course Sequence

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**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

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NCU allows 7 years to complete all doctoral programs of 60 credits or less.

Normal time to completion for this program is 83 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 41 months.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD-ID program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

EDU-8000 - Foundations for Doctoral Study in Education
ID-8200 - Advanced Instructional Design
EDU-8001 - Advanced Scholarly Writing
ID-8210 - Theoretical Foundations of Instructional Design
ID-7020 - Leading and Managing Complex Design Projects
EDR-8201 - Statistics I
ID-7040 - Development Models and Evaluation of Design
ID-8250 - Advanced Simulations, Games, and Mobile Design
EDR-8203 - Research Methods
ED-7030 - Development of Organizational Leadership
EDR-8200 - Scholarly Literature Review
ID-7080 - Special Considerations for the ID Leader
EDR-8205 - Advanced Quantitative Design and Measurement -or-

EDR-8204 - Advanced Qualitative Design and Measurement
CMP-9603E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
DIS-9901A - Components of the Dissertation
DIS-9902A - The Dissertation Proposal
DIS-9903A - Institutional Review Board (IRB) and Data Collection
DIS-9904A - The Dissertation Manuscript and Defense

Doctor of Philosophy in Education, PhD

Description of Program

The PhD Program is suitable for innovative self-starters who want to combine a strong base of theoretical knowledge with a desire to conduct research in and about colleges, PK-12 schools, proprietary organizations, private, non-profit, and public organizations, or the military. This program prepares leaders to be critical consumers of information and use evidence-based research to inform and improve practice. Students will gain the knowledge, skills, and dispositions to make informed ethical decisions, develop solutions, and communicate ideas to diverse stakeholders, addressing, current educational, organizational, and societal issues.

Learning Outcomes

- Develop knowledge of educational theories, research, and diverse instructional practices
- Communicate with diverse audiences about educational theories, research, and practices
- Develop evidence-based solutions addressing current educational, organizational, and societal issues
- Analyze professional skills, dispositions, and technology options for leading and educating diverse groups
- Conduct educational research that contributes to the body of knowledge specific to a discipline

Basis for Admissions

Admission to the Doctor of Philosophy in Education requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), and doctor of education (EdD).

In addition to general requirements for admission to an PhD program, applicants to the PhD program with specialization in **Nursing Education** must provide a copy of the following:

- A valid and active RN license from the United States

Degree Requirements

The PhD Program may be completed in 60 semester credit hours. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs

offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows 7 years to complete all doctoral programs of 60 credits or less.

NCU may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD program.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their

respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 82 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. NCU provides a detailed Dissertation Handbook that explains the process and NCU's dissertation support structure.

The PhD doctoral research courses, the PhD comprehensive course and the PhD dissertation courses are specifically designed as a guide through the process in an orderly and meaningful fashion and lead to the oral defense.

The dissertation is the capstone academic achievement of the PhD. The PhD dissertation is a scholarly documentation of the research. To earn the PhD the student must demonstrate the ability, motivation, and commitment and NCU will provide the faculty, the academic support and process to assist with the attainment of high academic goals.

The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD students take EDR-8201 - Statistics I and EDR-8202 - Statistics II as part of their program of study. There is also an oral defense.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD degree in Education focuses on enhancing the body of knowledge of education. The PhD is intended for the student who wishes to primarily teach in higher education, conduct educational research or work in the area of educational research (full time faculty dedicated to teaching AND research, institutional researchers, etc.) The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already completed in the field.

*The elective course scheduled as part of the initial degree may be changed upon request. Students should contact their Academic and Finance Advisor for assistance.

EDU-8000 - Foundations for Doctoral Study in Education
EDU-8001 - Advanced Scholarly Writing
Specialization Course 1
EDR-8200 - Scholarly Literature Review
Specialization Course 2
EDR-8203 - Research Methods
Specialization Course 3
EDR-8201 - Statistics I
Specialization Course 4
EDR-8202 - Statistics II
Specialization Course 5
EDR-8204 - Advanced Qualitative Design and Measurement
Specialization Course 6
EDR-8205 - Advanced Quantitative Design and Measurement
Specialization/Elective Course*
CMP-9701E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
DIS-9901A - Components of the Dissertation
DIS-9902A - The Dissertation Proposal
DIS-9903A - Institutional Review Board (IRB) and Data Collection
DIS-9904A - The Dissertation Manuscript and Defense

Curriculum and Teaching (CT) Specialization

Education is the foundation on which modern society is built. This specialization provides students with the skill sets, knowledge and competencies to become a leader in the area of curriculum design and teaching. The specialization will provide an in-depth review of current practices, research, and contemporary teaching issues.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

CT-7000 - Developing Instructional Strategies and Curriculum
CT-7001 - The Role of the Teacher Practitioner
CT-7002 - Identifying and Maximizing Learning/ Teaching Styles
CT-7003 - Teaching and Learning Foundations
CT-7004 - Language and Literacy Education
CT-7005 - Literacy: Focus on Curriculum
CT-7007 - Leadership for Student Achievement
CT-7008 - Evaluation of Instruction

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base through current research and analysis of the planning and implementation of teaching and delivery modalities. Coursework focuses on instructional design methodologies incorporating educational media.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- EL-7001 - Principles and Practices in E-Learning (Foundation Course)
- EL-7002 - E-Learning Instructional Strategies
- EL-7003 - Instructional Design and Engaging E-Learning Activities
- EL-7004 - The Online Learner
- EL-7006 - Facilitating Adult Learning Online
- EL-7007 - Developing Online Content Ethically and Legally
- EL-7010 - Online Learning for the PK-12 Students

Early Childhood Education (ECE) Specialization

The Doctor of Philosophy in Education in Early Childhood Education program is designed to prepare students for positions of leadership in schools, higher education organizations, and research settings. The program is competency-based, with specific emphasis on research and teaching across a broad spectrum of topics from childhood development, literature, program administration, curriculum and assessment, and stakeholder partnerships. The specialization is designed to promote an understanding of the breadth and depth of early childhood education research, curriculum, and policy. In addition, throughout the program, students will apply scientific findings and conduct theory-based research applicable to this field.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- ECE-7001 - Topics in Early Childhood Education
- ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs
- ECE-7003 - Topics in Early Childhood Program Administration
- ECE-7005 - Early Childhood Curriculum and Assessment
- ECE-7007 - Early Childhood Literacy and Literature
- ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education
- CT-7004 - Language and Literacy Education
- CT-7005 - Literacy: Focus on Curriculum

English Language Learning (ESL) Specialization

The pedagogy of language acquisition is of extreme importance in today's classrooms and businesses. This specialization provides the knowledge base to build successful programs to enhance the learning of the English language, to assess skills of diverse students, and to design instruction with multilingual materials. Research and current analysis of ELL and ESL theory provides the basis for the assessment and design process. (Note: Students seeking ELL/ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- ESL-7001 - Instructional Practices
- ESL-7002 - Cultural Diversity
- ESL-7003 - Evaluation of Diverse Students

ESL-7004 - Bilingual Instructional Methods
ESL-7005 - Developing Curriculum for ESL Students
ESL-7007 - Second Language Foundations

General Education Specialization

The General Education specialization allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 18 credit hours for the specialization in General Education. Students may take education courses at the 7000 or 8000 level including up to two courses from other fields (Psychology, Technology and/or Business) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Specialization Courses - 18 Credit Hours

Select 6 courses from the following:

ED-7004 - School Law
ED-7008 - Educating a Diversity of Learners
ED-7012 - Educational Leadership
ED-7014 - Practices in School Organization
ED-7016 - Supervision and Leadership in Schools
ED-7013 - Financial Issues in Schools

Global Training and Development (GTD) Specialization

This specialization educates leaders in the field of training and development. The coursework entails theoretical and practical information from the areas of organizational leadership, human resources, and adult education as well as a series of research courses in which strategies are changed, reviewed, and prioritized for future effectiveness. The specialization emphasizes systemic leadership and organizational capacity, verified through research and analysis of contemporary theory and practice.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

GTD-7000 - Human Performance: Paradigms and Possibilities
GTD-7005 - Strategic Links for Successful Global Training
GTD-7007 - The Role of Technology in the Global Training Marketplace
GTD-7011 - Best Practices for Training and Presenting to International Audiences
GTD-7013 - Evaluating Training Programs
GTD-7019 - Trainer as Consultant in the Global Marketplace
ED-7017 - Systems Dynamics
ED-7030 - Development of Organizational Leadership

Instructional Leadership (IL) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Research and analysis is conducted to identify future directions of national and global higher education focused on educational change through policy development and educational reform.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

IL-7000 - The Culture of Learning
IL-7001 - Leader as Advocate and Decision Maker
IL-7002 - Leader as Community Advocate
ED-7014 - Practices in School Organization
ED-7016 - Supervision and Leadership in Schools
ED-7035 - Curriculum Supervision
ED-7030 - Development of Organizational Leadership
ED-7036 - Innovation for Change

International Education (IE) Specialization

Leaders are needed who are trained with the skills and practical knowledge required to work effectively within the context of global economic, political, cultural, community influences in education. These same leaders must be aware of global trends and issues in the field of education, recognize the various dimensions of educational interventions and be able to analyze the implications for students nationally and internationally. Additionally, students in this specialization analyze the roles and approaches of international, comparative, and educational practicum.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

IE-7001 - Introduction to Global and Comparative Education
IE-7003 - Culture, Society, and Education in Comparative Perspective
IE-7005 - International Organizations in Global Education
IE-7009 - Education in Conflict and Emergencies
IE-7013 - Globalization and Educational Change
IE-7007 - International Education Leadership
IE-7017 - International Education Concepts and Theory
IE-7021 - Global Perspectives on Ethical Issues

Leadership in Higher Education (LHE) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Research and analysis is conducted to identify future directions of national and global higher education focused on educational change through policy development and educational reform.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

LHE-7004 - Organization and Governance of Higher Education
LHE-7005 - Legal Issues in Higher Education
LHE-7006 - Student Affairs Leadership
LHE-7007 - Strategic Enrollment Leadership
LHE-7008 - Higher Education Finance
LHE-7010 - Current Trends and Topics in Higher Education
LHE-7011 - Foundations of Higher Education Leadership
LHE-7012 - Strategic Planning & Institutional Effectiveness in Higher Education
LHE-7013 - Community College Curriculum and Program Development
LHE-7014 - Introduction to the Community College

Learning Analytics in Higher Education (LAHE) Specialization

This specialization seeks to immerse the student into the ever growing field of Learner Analytics. Students will be exposed to history of data analytics, which includes the identification of both early and prominent foundations of learner analytics, as well as an introduction to key theories, leading experts, useful best practices, and applications in higher education. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the education world, as well as provide an introduction into the components of data, data mining, and types of data analytics, inclusive of tools to extract and analyze data, educational research methods, and relative predictive statistical tests that are used in the field. Exposure to important issues within the realm of learning analytics, such as technology and the role of Learning Management Systems (LMS) in personal learning, intelligent data, and adaptive modeling is also crucial to the student. Additionally, this specialization will address key components of data integrity such as data privacy (FERPA), data security and time sensitivity, as well as identify relevant higher education users and key stakeholders and discuss how to build institutional capacity and drive improvement by properly using learning analytics to improve educational outcomes.

Specialization Courses - 18 Credit Hours

Select 6 courses from the following:

- LAHE-7000 - Introduction to Learning and Knowledge Analytics
- LAHE-7001 - Using Educational Data
- LAHE-7002 - A Macro Level Approach to Learning Analytics in Higher Education
- LAHE-7003 - Applying Learning Analytics in Higher Education
- LAHE-7004 - Learning Analytic Tools
- LAHE-7005 - Implementing a Higher Education Learning Analytics Project

Learning Analytics in K-12 Education (LAK) Specialization

The Learning Analytics in K-12 Education specialization seeks to immerse the student into this increasingly popular and growing field of educational learning analytics. Student will be exposed to the history of data analytics, including the identification of both early and prominent foundations of learner analytics, as well as an introduction to key theories, leading experts, useful best practices, and applications in K-12 learning environments. Students will learn the difference between Academic and Learning Analytics and understand the role technology and data mining plays in both. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the K-12 educational world, such as demographics, academic ability, academic performance, academic history, academic effort, student engagement measures, technology and online facility measures, school support indicators such as tutoring, technology and online learning tools, and family financial aid well as socioeconomic background information.

Specialization Courses - 18 Credit Hours

Select 6 courses from the following:

- LAK-7000 - Introduction to Learning Analytics
- LAK-7001 - K-12 Educational Data
- LAK-7002 - K-12 Analytics Decision Making: An Administrators Perspective
- LAK-7003 - K-12 Learning Analytic Considerations
- LAK-7004 - K-12 Analytic Tools
- LAK-7005 - Implementing a K-12 Analytics Project

Nursing Education (NUR) Specialization

The principal mission of this specialization is to prepare nurse educators and leaders in nursing education. In this interdisciplinary specialization, students take courses in the School of Education and the School of Health Sciences. The recent shortage of nursing faculty has resulted in a scarcity of enrollment vacancies in U.S. nursing programs. It is this gap that NCU's Nursing Education specialization is designed to fill.

Specialization Courses - 18 Credit Hours

Select 6 courses from the following:

- NUR-7000 - Nursing Education Theories and Concepts
- NUR-7001 - Future of Nursing Education - Challenges for the Educational Leader
- NUR-7002 - The Nurse as Educator
- NUR-7003 - Evidenced Based Teaching in Nursing
- NUR-7004 - Teaching with Technology in Nursing Education
- NUR-7005 - Assessment and Evaluation in Nursing Education

Organizational Leadership (OL) Specialization

Designed for professionals aspiring towards leadership roles in education, corporate, government, or community organizations, this specialization equips students with the tools necessary to make things happen in any organization. This specialization concentrates on the strategies to forge alliances, build confidence, and inspire a shared vision. This curriculum is based in applied research, providing exploration of issues and resolutions in contemporary organizations and the opportunity to contribute new knowledge in the field.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- OL-7100 - Conflict Resolution and Mediation
- OL-7101 - Building Organizational Capacity
- OL-7102 - Leadership Ethics to Attain Organizational Excellence
- OL-7103 - Theory and Practice of Organizational Leadership
- OL-7104 - Leadership in Nonprofit Organizations
- OL-7105 - Leadership in Organizational Change

Special Education (SE) Specialization

The program is designed for students who work with gifted and disabled students in a variety of settings. The course offerings in this specialization cover a wide spectrum of issues related to individuals with disabilities, including the development and characteristics of students, learning differences, and instructional strategies to address the needs of these students. Additionally, the specialization will provide the skills to plan, assess, and deliver instruction to students with mental, physical, behavioral, learning disabilities, and the gifted student, using analysis of contemporary research.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- SE-7000 - Introduction to the Exceptional Student
- SE-7001 - Assessment in Special Education
- SE-7002 - Characteristics of Student with Specific Learning Disabilities
- SE-7003 - Characteristics of Students with Emotional and/or Behavioral Disorders
- SE-7004 - Characteristics of Students with Intellectual Disabilities
- SE-7005 - Law in Special Education

Sport and Athletic Management (SM) Specialization

The Doctor of Philosophy in Sport and Athletic Management is a rigorous, research-based degree program requiring students to apply educational concepts and management principles in the planning, organizing, leading, and directing of sports and athletics. Emphasis is placed on the production, facilitation, promotion, and organization of sport products and services. Because this growing field requires scholar-practitioners with proficiency across a wide range of skills,

the curriculum allows for a multifaceted exploration aligned with industry standards. In this program, students will further their knowledge of competencies in athletic administration and coaching; explore working problems within the profession to discern solutions; and build an understanding of educational theories related to this field.

Specialization Courses - 18 Credit Hours

Select 6 courses from the following:

SM-7100 - Development of Human Resource Strategies in Intercollegiate Athletics

SM-7103 - Intercollegiate Sport Governance

SM-7106 - Legal Aspects of Equity in Intercollegiate Athletics

SM-7109 - Sport Compliance

SM-7112 - Advising the Student Athlete

SM-7115 - Facility Management and Programming

SM-7118 - Financial Administration of Sports Facilities and Programs

Doctor of Philosophy in Educational Leadership, PhD

Description of Program

The Doctor of Philosophy (PhD) degree in Educational Leadership (EdL) is a theoretical research degree designed to prepare educational leaders who desire to improve educational policy and research across private and public sectors of PK-12, higher education, military, and corporate learning organizations. You will acquire skills to ethically address the complex problems within educational practice using data-driven decision-making and other theoretical frames linking systematic inquiry with innovative, research-based solutions. The degree culminates in the completion of empirical dissertation research with direct implications for educational theory and policy.

Learning Outcomes

Examine educational leadership, research, and policy from practice-based, evidence-based, and research-based perspectives

Determine the aspects of professional capacity and resource needs for a quality professional learning community within sector-specific learning organizations

Develop effective leadership traits to improve educational practice for diverse learning organizations within public and private sectors

Devise a research- and theoretically-based examination of a complex problem within educational leadership

Conduct theoretically-based empirical research to address a complex problem within educational leadership, research, or policy

Basis for Admission

Admission requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Doctor of Philosophy (PhD) in Educational Leadership (EdL) requires 60 credit hours for degree completion. Coursework includes foundations, educational leadership, research methods, the comprehensive exam course, and the dissertation. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed

The PhD-EdL degree program has the following graduation requirements:

A minimum of 48 credit hours of graduate instruction must be completed through NCU

Successful completion of all courses with a "B" or better

Official transcripts on file for all transfer credits accepted by the University

The University may accept up to 12 semester credit hours earned with a grade of "B" or better for graduate coursework completed at an accredited college or university and evaluated to be substantially equivalent in content with the required course work for the EdD-EdL program. See the Transfer Credit Policy for additional information.

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection

- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows 7 years to complete all doctoral programs of 60 credits or less.

NCU may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD-EdL program.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 82 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

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Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD-EdL program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. NCU provides a detailed Dissertation Handbook that explains the process and NCU's dissertation support structure.

The PhD-EdL doctoral research courses, the PhD-EdL comprehensive course and the PhD-EdL dissertation courses are specifically designed as a guide through the process in an orderly and meaningful fashion and lead to the oral defense.

The dissertation is the capstone academic achievement of the PhD-EdL. The PhD-EdL dissertation is a scholarly documentation of the research. To earn the PhD-EdL the student must demonstrate the ability, motivation, and commitment and NCU will provide the faculty, the academic support and process to assist with the attainment of high academic goals.

The PhD-EdL research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD-EdL students take EDR-8201 - Statistics I and EDR-8202 - Statistics II as part of their program of study. There is also an oral defense.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD-EdL dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

EDU-8000 - Foundations for Doctoral Study in Education
EDU-8001 - Advanced Scholarly Writing
ED-7012 - Educational Leadership
EDR-8200 - Scholarly Literature Review
EDL-8335 - Evidence-Based Decision-Making in Educational Leadership
EDL-8025 - Educational Policy, Leadership, and Research
ED-7008 - Educating a Diversity of Learners
EDR-8203 - Research Methods
ED-7022 - Policies and Practices in Leadership
IL-7001 - Leader as Advocate and Decision Maker
ED-7030 - Development of Organizational Leadership
EDL-8030 - Educational Leadership Theory
EDR-8201 - Statistics I
EDR-8202 - Statistics II
EDR-8204 - Advanced Qualitative Design and Measurement -or-
EDR-8205 - Advanced Quantitative Design and Measurement
CMP-9702E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
DIS-9901A - Components of the Dissertation
DIS-9902A - The Dissertation Proposal
DIS-9903A - Institutional Review Board (IRB) and Data Collection
DIS-9904A - The Dissertation Manuscript and Defense

Doctor of Philosophy in Instructional Design, PhD

Description of Program

Instructional design (ID) is a craft – a blend of science and art. Students who earn the Doctor of Philosophy in Instructional Design (PhD-ID) will make research-based contributions to the learning sciences through the synthesis of research, theory, and practice. Such contributions will relate to the ID competencies established by the International Board of Standards for Training, Performance, and Instruction (IBSTPI), the Association for Talent Development (ATD), and the standards of the Association for Educational Communication and Technology (AECT).

****Note: Program availability may vary by state - please contact the Enrollment Office for more information****

Learning Outcomes

- Support collaboration among diverse stakeholders invested in complex design processes and products
- Synthesize different principles, theories, and analyses for design projects
- Construct strategies to address ethical, legal, and political factors influencing design and development solutions
- Contribute to the theoretical body of knowledge in instructional design

Basis for Admissions

A conferred graduate degree from a regionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The PhD Program may be completed in 60 semester credit hours. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission

- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows 7 years to complete all doctoral programs of 60 credits or less.

NCU may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD program.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 82 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD-ID program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

EDU-8000 - Foundations for Doctoral Study in Education
ID-8200 - Advanced Instructional Design
EDU-8001 - Advanced Scholarly Writing
ID-8210 - Theoretical Foundations of Instructional Design
ID-8020 - Models and Heuristics of Instructional Design
EDR-8201 - Statistics I
ID-8030 - Collaboration in Design Practices and Products
ID-8040 - Evaluation of Design Processes and Products
ID-8250 - Advanced Simulations, Games, and Mobile Design
EDR-8203 - Research Methods
ID-8060 - Innovation in Learning Experiences
EDR-8200 - Scholarly Literature Review
ID-8080 - Special Considerations in the Practice and Research of Instructional Design and Development
EDR-8202 - Statistics II
EDR-8205 - Advanced Quantitative Design and Measurement -or-
EDR-8204 - Advanced Qualitative Design and Measurement
CMP-9703E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
DIS-9901A - Components of the Dissertation
DIS-9902A - The Dissertation Proposal
DIS-9903A - Institutional Review Board (IRB) and Data Collection
DIS-9904A - The Dissertation Manuscript and Defense

School of Health Sciences

Mission, Vision, and Values

Mission

Developing leaders who are culturally competent and experts in interprofessional health care practices.

Vision

To be recognized as the premier online graduate school in the health professions.

Values

- **Communication:** SHS will be defined by the clear, intentional, and effective articulation of health sciences pedagogy as well as deliberate, timely, and respectful assessment.
- **Diversity and Inclusion:** We will embrace diversity of culture, thought, and action and believe that the inclusion of diverse people and perspectives enhance all aspects of health sciences education.
- **Interprofessionalism:** SHS will employ educational standards that allow professors and students from various health sciences disciplines to collaborate with one another to produce improved health outcomes.
- **Innovation:** We will make use of new education delivery systems and state-of-the-art technology to ensure the best environment for health sciences teaching and learning.
- **Efficacy:** SHS will equip students with the ability to produce outstanding health care outcomes.

Master of Health Administration, MHA

Health Administration, MHA

Description of Program

Under the framework of interprofessional education, the Master of Health Administration, MHA, Program will provide a high quality educational experience that will prepare students for success in early and mid-career executive positions in the healthcare industry. The program exposes students to the essential leadership and management competencies required to successfully lead and navigate complex and diverse healthcare related organizations.

Note: Program availability may vary by state - please contact the Enrollment Office for more information

Learning Outcomes

- Manage strategic projects and action plans in healthcare organizations
- Assess institutional financial and healthcare delivery performance
- Examine community healthcare needs per industry standards
- Model accountability with respect to compliance in policy, and regulation, and ethical codes of conduct
- Analyze organizational needs based on clinical and financial data

Basis for Admission

The MHA degree requires a conferred bachelor's degree with a minimum undergraduate GPA of 3.0 or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution, applications for admission to the Department of Health Science's programs require:

- Completion of the application for admission
- Statement of goals and career interests
- Curriculum vitae or résumé
- Applicant interview with the School of Health Sciences

EXCEPTION: Applicants with an undergraduate GPA between 2.5 to 2.99 may submit a letter of recommendation in addition to the required applications for admissions indicating that the applicant possesses the aptitude and ambition to

complete a course of study for the MHA degree. Preferably, letters should be from current or previous employers and/or from last school attended.

Degree Requirements

NCU may accept a maximum of 6 semester credit hours in transfer toward the master's degree for graduate coursework completed toward a non-conferred graduate degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the MHA program. See the Transfer Credit Policy for additional information.

The MHA program has the following graduation requirements:

- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Time to Completion

NCU allows 6 years to complete Master's programs requiring more than 36 credit hours.

Students who are unable to complete a degree program within the stated time limits (6 years) are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 21 months.

Course Sequence

- MHA-5000 - Introduction to Healthcare Management
- MHA-5001 - Quantitative Analysis for Healthcare Managers
- MHA-5002 - Health Management Leadership Seminar
- MHA-5003 - Health Finance and Financial Management
- MHA-5004 - Health Policy & Analysis
- MHA-5005 - Healthcare Quality Management
- MHA-5006 - Health Information Management

- MHA-5007 - Managerial Accounting for Healthcare Managers
- MHA-5008 - Healthcare Strategic Management & Marketing
- MHA-5009 - Health Economics
- MHA-5010 - Health Law and Ethics
- MHA-5011 - Population Health Management
- MHA-5012 - Human Resource Management
- MHA-5999 - MHA Capstone Course

Doctor of Health Administration, DHA

Description of Program

Under the framework of interprofessional education, the Doctor of Health Administration (DHA) program will provide a high quality educational experience that will prepare students for success in mid-career and senior level executive positions in the healthcare industry. The program will present essential competencies and learning experiences to enable and prepare graduates to lead and effect change in complex and diverse healthcare organizations.

****Note:** Program availability may vary by state - please contact the Enrollment Office for more information**

Learning Outcomes

- Assess community needs through research, collaboration, and relationship building
- Recommend ethically sound policies that promote accountability and professionalism
- Facilitate change by leveraging technology and human capital within the healthcare industry
- Develop health related organizations by using data to inform strategy and address industry problems
- Construct and cultivate financial structures to ensure organizational viability

Basis for Admission

In order to enter in the Doctor of Health Administration applicants must have a conferred master's degree from a regionally or nationally accredited academic institution with minimum grade point average of 3.0 or higher on a 4.0 scale.

Degree Requirements

The DHA degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university while enrolled in a doctoral program with a grade of "B" or better.

The DHA degree program have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through NCU
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of a Comprehensive Exam
- University approval of dissertation manuscript and successful completion of the dissertation defense
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy

- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Time to Completion

NCU allows seven years to complete doctoral programs of 60 credits or less.

Students who are unable to complete a degree program within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 84 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 48 months.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

- DHA-7000 - The United States Healthcare Delivery System
- DHA-7001 - Healthcare Financial Management and Economics
- DHA-7002 - Health Leadership and Systems Thinking
- DHA-7003 - Human Resource Management for Healthcare Administrators
- DHA-7004 - Communications, Marketing, and Public Relations for Healthcare Administration Leaders
- DHA-7005 - Healthcare Quality Management
- DHA-7006 - Health Law, Ethics, and Policy

- DHA-7007 - Trends and Issues in Executive-Level Management for Healthcare Administrators
- DHA-7008 - Research Theory, Design, and Methods
- DHA-7009 - Quantitative Reasoning and Analysis
- DHA-7010 - Project and Resource Management in Integrated Systems
- DHA-7011 - Advanced Application of Practice-Based Research in Health
- DHA-7012 - Data-Driven Decision Making
Elective Course 1
Elective Course 2
- DHA-7013 - DHA Portfolio
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Recommended Elective Courses - 6 credit hours

The Doctor of Health Administration allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 6 credit hours (2 elective courses) for the program. Students may take any 7000 and 8000 level specialization course from other programs.

- MKT-7000 - Strategic Service Marketing
- PSY-8331 - Aging, Families, and Elder Care
- TIM-8610 - Leadership in Project Management
- PSY-8332 - Multicultural Perspectives of Aging

Note

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic and Finance Advisor to revise their degree plan.

School of Social and Behavioral Sciences

School Mission, Vision, and Goals

Mission Statement

The School of Social and Behavioral Sciences (SSBS) provides students throughout the world with accessible education opportunities to acquire the knowledge, skills, and values integral to professionals within the social and behavioral sciences.

Vision Statement

The vision of the School of Social and Behavioral Sciences is to unite a diverse community of faculty and students to improve the human condition and experience through research and practice.

Goals

The goal of the School of Social and Behavioral Sciences is to help students achieve expertise in understanding and applying theory, research, communication, cultural competency, ethics and practical skills.

Department of Marriage and Family Sciences

Mission Statement

The mission of the Northcentral University Department of Marriage and Family Sciences is to provide personalized educational opportunities to students throughout the world that will allow them to acquire the knowledge, skills, and values integral to professional practice within the marriage and family sciences.

Vision Statement

The vision of the Northcentral University Department of Marriage and Family Sciences is to improve the human condition by engaging a diverse community of faculty, staff, and students through education, research, and practice.

Department Goals

The Northcentral University Department of Marriage and Family Sciences promotes the development of:

- Specialized knowledge and skills in discipline-specific models and theories
- Ethical professionals
- Commitment to affirm and promote diversity
- Research competency
- Practical skills that positively impact individuals, families, and communities

Licensure and Accreditation

Students wishing to use their graduate training to acquire clinical licensure are advised to enter the Master of Arts in Marriage and Family Therapy (MAMFT) program or the Master of Social Work (MSW) program. Northcentral University does not approve or endorse students attempting to become clinically licensed without successfully completing a formal clinical degree program. Northcentral University does offer two programs that qualify students to apply for clinical licensure in most states - the MAMFT and MSW programs. Therefore, Northcentral University cannot support students who independently attempt to use their degree in general psychology to obtain licensure as a clinical or counseling psychologist or licensed professional counselor.

Any student who intends to seek licensure or certification must take full responsibility for ensuring that their degree program at Northcentral meets whatever requirements are stipulated by licensing or certification bodies within their locality and their field of endeavor. Northcentral University cannot provide assistance to students regarding the interpretation or understanding of a state's licensure requirements, or the requirements of any other such entity. Northcentral University cannot guarantee that a graduate of the MFT or MSW programs will be able to obtain a license in a state where they may seek licensure.

Students who complete courses with practical application are responsible for keeping all clinical demographic data and supervision records for presentation to any licensing or certification agency. Northcentral is not responsible for maintaining these records and may not be able to provide this information if a student applies for licensure or certification.

If you wish to pursue licensure, it is important to know that some states require that students have a degree from a program that carries a particular accreditation, such as the Commission on Accreditation for Marriage and Family

Therapy Education (COAMFTE), the Council for Social Work Accreditation (CSWE), the American Psychological Association (APA), or the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The MAMFT and the PHDMFT programs are COAMFTE accredited and the MSW program is in the process of seeking accreditation.

Liability Insurance

Students in internship or practicum courses must purchase liability insurance prior to starting work with clients. Many practicum/internship sites require students to show evidence of liability coverage prior to beginning a practicum/internship. Northcentral requires students participating in practicum/internship to purchase student professional liability insurance, typically available at a lower student rate. Students are required to provide proof of this insurance with minimum coverage accounts of \$1,000,000/\$3,000,000. Insurance is included in the benefits of student membership in the American Association for Marriage and Family Therapy (AAMFT) or the California Association of Marriage and Family Therapists (CAMFT). Information regarding application for membership is provided in the ethics course of the MAMFT program. Information regarding liability insurance for the MSW program will be provided as students approach their field placement and practicum experiences.

Marriage and Family Therapy Information

MFT Pre-Practicum

Students are required to complete the Practicum Preparation Process (PPP), including all pre-practicum documents, before they can enroll in their first practicum course and before they can legally see clients in a clinical training site.

Non-Degree Seeking Students - In order to be eligible for clinical work while a student at NCU, non-Degree seeking students need to demonstrate passing grades in all pre-requisite (or equivalent) courses from an accredited university. The six content areas for pre-requisite coursework include: one course in theoretical foundations, one course in professional ethics, one course in clinical assessment, one course in diagnosis/psychopathology, and two courses in treatment methods/models of therapy/counseling. Non-degree students will need to provide a copy of their transcripts to confirm successful completion (passing grades) for these pre-requisite courses.

Practicum Information

Marriage and Family Therapy practicum courses require approval from the MFT Director of Clinical Training prior to enrollment in the clinical courses. Students wishing to enroll in a practicum course should begin the approval process with their Academic and Finance Advisor at least two months prior to their anticipated practicum enrollment date. Additional details regarding practicum options within each degree program can be found below.

MA in Marriage and Family Therapy - - Marriage and Family Therapy Master's students must complete at least two practicum courses (3 credits each). Prior to enrolling in the first practicum course, students must complete the Practicum Preparation Process (PPP) and receive clinical readiness approval. As part of the PPP, students will be required to secure a local clinical placement as well as a local supervisor who is an AAMFT Approved Supervisor (or Supervisor Candidate) or who meets state requirements for supervision of post-graduate (or, if stated by state licensure law, student requirements) MFTs seeking state licensure within their state. In order to finish the practicum requirements and continue on to the internship, students must meet weekly via videoconference in the practicum courses. It is recommended that students complete 10-12 direct client hours per week, or approximately 100 hours per course. By the end of the second practicum course, students should have close to 200 hours. Students who have significantly fewer hours than that will be asked to meet with the Director of Clinical Training and may be required to complete a practicum extension course. Students must also receive satisfactory evaluations from their local site supervisor and their Northcentral faculty supervisor in order to complete the practicum sequence. Students must complete the required

number of hours in order to graduate; additional practicum and internship classes are available to students who need additional time to complete the clinical hour requirement.

The practicum courses for master's level degree seeking Marriage and Family Therapy students are MFT-6951 and MFT-6952 . Additional details can be found in the course descriptions.

Non-degree students who need an MFT Practicum course can enroll in MFT-6951 , MFT-6952 (3 credit hours each) or those needing an internship course can enroll in MFT-6991 , MFT-6992 , and MFT-6995 (1 credit hour each) as needed. Additional details can be found in the course descriptions.

Practicum Pre-requisite Courses (completed at NCU or an equivalent program):

Foundations Courses

- MFT-5101 - Foundations for Graduate Study in Marriage and Family Therapy
- MFT-5104 - Treatment Planning and Traditional Family Therapy
- MFT-5105 - Recovery-Oriented Care and Postmodern Family Therapy

Fundamental Courses

- MFT-5102 - Legal, Ethical and Professional Development in Marriage and Family Therapy
- Or
- MFT-6201 - California Law and Professional Ethics
- And
- MFT-5103 - Systemic Evaluation and Case Management
 - MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment

PhD in Marriage and Family Therapy - Marriage and Family Therapy doctoral students must complete at least one 3-credit practicum course. Prior to enrolling in the required practicum course, students must complete the Practicum Preparation Process (PPP) and receive approval to enroll in this course. As part of the PPP, students will be required to secure a local clinical placement as well as a local clinical supervisor who is an AAMFT Approved Supervisor (or Supervisor Candidate) or who meets state requirements for supervision of post-graduate MFTs seeking state licensure. If students are currently licensed to practice Marriage and Family Therapy independently in their state, they are not required to have a local on-site supervisor. Doctoral students will receive weekly supervision and evaluation from NCU Clinical Faculty.

The practicum course for doctoral level degree seeking Marriage and Family Therapy students is MFT-8951 (3 credit hours). Additional details can be found in the course description.

Doctorate of Marriage and Family Therapy (DMFT) - Marriage and Family Therapy DMFT students must complete at least one 3-credit practicum course (with a clinical or supervision focus). Prior to enrolling in the required practicum course, students must complete the Practicum Preparation Process (PPP) and receive approval to enroll in this course. As part of the PPP, students will be required to secure a local clinical placement as well as a local clinical supervisor who is an AAMFT Approved Supervisor (or Supervisor Candidate) or who meets state requirements for supervision of post-graduate MFTs seeking state licensure. If students are currently licensed to practice Marriage and Family Therapy independently in their state, they can elect to complete a supervision practicum and are not required to have a local on-site supervisor. DMFT students will receive supervision and evaluation from NCU Clinical Faculty.

The practicum course for DMFT students in the DMFT is DMFT-8951 or DMFT-8971 (each is 3 credit hours). Additional details can be found in the course description for these courses.

Internship Information

The Marriage and Family Therapy internship courses require pre-internship approval from the MFT Director of Clinical Training prior to enrollment. The student's Academic and Finance Advisor should be contacted in order to begin this process. Additional details regarding internship options within each degree program can be found below.

MA in Marriage and Family Therapy -

Marriage and Family Therapy master's students must complete 9 credit hours of clinical training – including practicum (6 credit hours) and internship (3 credit hours) courses over a minimum of 52 weeks. The primary requirement of this master's level internship is to continue the clinical work that began in the practicum courses and complete the minimum total required 500 hours of direct client contact, 250 of which must be relational. In conjunction with client contact, master's students must complete 100 hours of supervision, 51 of which must be direct individual or group supervision with the approved local supervisor in the same physical location. Also, within the total supervision hours, at least 50 hours of supervision must include direct observation of the student's clinical work through live observation or review of video or audio recordings of the student's clinical sessions. In many cases, these hours of observation-based supervision can be completed with both the direct local supervisor and the NCU faculty supervisor (depending on the state licensure regulations). Students must participate in local supervision during every week they are actively seeing clients. Additionally, students must meet for 2 hours each week via videoconference for NCU Group Supervision with an NCU faculty supervisor during the practicum and internship courses. Per COAMFTE standards, students only count therapy hours during weeks that they receive AAMFT-approved supervision.

Students who need additional time to accrue therapy and/or supervision hours may be required to enroll in additional Internship courses prior to enrollment in the final Internship and Capstone course.

In addition to these client contact hours, students must take the AATBS practice exam online and submit the results to *NCUOne*. This is a practice exam for the national licensing exam or the California licensing exam. Information about preparing for and taking this practice exam is provided in the applicable course syllabus.

As a final requirement of MFT-6995 MFT Internship and Capstone Presentation, the student must prepare and give a presentation detailing his or her personal theory of therapy. This presentation will be given in an online video conference and must include video clips from actual therapy sessions in which the student demonstrates how he or she uses the presented theory of therapy with her/his clients. Students must pass the Final Case Presentation in order to graduate.

PhD in Marriage and Family Therapy - COAMFTE requires that the majority of content and specialization courses be completed before doctoral students begin their doctoral internship. Thus, doctoral students in the PHDMFT program may begin their internship experience after completing the following courses:

- MFT-7101 Foundations for Doctoral Study in MFT
- MFT-7102 Scholarly Literature Review in MFT
- MFT-8101 Advanced Theories in MFT
- All Standard Curriculum Leveling Courses
- MFT-8951 MFT Doctoral Practicum I
- MFT-7103 Research Methods in MFT
- MFT-8102 Dynamics of Family Interaction (Specialization Course #1)
- MFT-7104 Statistical Design for MFT Research
- MFT-7105 Assessment in MFT Research and Intervention
- MFT-7106 or MFT-7107 Quantitative or Qualitative Research Design in MFT
- Any 2 of the 4 remaining specialization courses

Final approval of a student's internship plan rests with the Director of Doctoral Programs.

MFT doctoral students must complete a 9-month internship under the direction of an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. With the approval of the Director of Doctoral Programs, MFT doctoral students who are licensed MFTs or have previously completed all required clinical and supervision hours may have a local supervisor who is not a clinical supervisor (i.e., AAMFT Approved or state approved supervisor), but

who is a content expert specific to the students' area of specialization. For doctoral students who have not previously completed their clinical hours for licensure, the primary requirement of this internship is to complete at least 1,000 hours of direct client contact, 500 of which must be relational. In conjunction with client contact, doctoral students must complete 200 hours of supervision, 100 of which must be individual supervision. All local supervision will occur face-to-face. Client contact and supervision hours obtained prior to practicum can count provided the hours are consistent with the hours required to obtain independent licensure as a Marriage and Family Therapist in the student's state. These hours must be signed and documented appropriately. Students are required to submit a summary of client contact and supervision hours during the Practicum Preparation and Internship Contract Processes. Documentation of the completion of all required hours is submitted during the COMPs course.

Doctoral students who have completed the required 1000 hours of client contact and 200 hours of supervision prior to enrolling in the doctoral internship can elect to complete an internship with a focus on clinical research, clinical teaching, or administration within the field of Marriage and Family Therapy. These students are required to have an on-site face-to-face supervisor who will serve as a mentor and supervisor. Supervisors are approved on a case-by-case basis by the Director of Doctoral Programs. Students in a research, teaching, or administrative internship are required to have a supervisor who will be available to the intern for at least one hour of face-to-face supervision per week.

The internship process for doctoral MFT students is offered as a series of three 1-credit courses including MFT-8961, MFT-8962, and MFT-8965. Additional details can be found in the course description.

Doctorate of Marriage and Family Therapy – Students must complete the following content and specialization courses before beginning their doctoral internship:

- DMFT-7101 Foundations for Doctoral Study in MFT
- DMFT-7102 Scholarly Literature Review in MFT
- DMFT-7201 Program Development for MFTs
- DMFT-7202 Grant Writing Concepts and Approaches for MFTs
- CMP-9600M DMFT Portfolio I
- CMP-9601M DMFT DMFT Portfolio II
- **DMFT-8951 MFT Doctoral Practicum I
- DMFT-8970 MFT Supervision Methods
- **DMFT-8971 DMFT Supervision Practicum
- MFT-7103 Research Methods in MFT
- DMFT-7110 Quantitative Research Design and Statistical Analysis in MFT
- Any 2 of the 4 specialization courses

Final approval of a student's internship plan rests with the Director of Doctoral Programs.

DMFT students must complete a 9-month supervised internship. DMFT students who plan to engage in clinical work as part of their internship must meet weekly with a local supervisor who is an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. This supervision will occur face-to-face. DMFT students who are fully licensed MFTs can elect to complete an internship with a focus on clinical research, clinical teaching, entrepreneurship, or administration within the field of marriage and family therapy. These students are required to have an on-site face-to-face supervisor who will serve as a mentor/supervisor. This local supervisor is not required to be a clinical supervisor (i.e., AAMFT Approved or state approved supervisor), but is a content expert specific to the students' area of specialization. Supervisors are approved on a case-by-case basis by the Director of Doctoral Programs. Students in a research, teaching or administrative internship are required to have a supervisor that will be available to the intern for at least one hour of face-to-face supervision per week.

MFT Supervision Training

In addition to the PHDMFT or DMFT level practicum and internship courses, students in these programs must complete a course in MFT supervision methodology. The supervision course will be conducted in connection with the

requirements established by AAMFT for students to become Approved Supervisors. Not all requirements will be completed for the students to achieve the designation while in the program at Northcentral University. The supervision course in the PhD program (not in the DMFT program - students in the DMFT program should inquire about obtaining an approved course) is pre-approved by the AAMFT to count for the 30-hour supervision course requirement. Students will have to complete the direct supervision and supervision mentoring requirements outside of the program in order to qualify for the Approved Supervisor designation.

Doctoral MFT (PHDMFT and DMFT) students must enroll in MFT-8970, DMFT-8970 or as an alternative to completing the supervision course at Northcentral; students may elect to complete the training directly through AAMFT. Upon completion of the AAMFT training, students may submit documentation through their Academic and Finance Advisor for approval and the course requirements (credit hours) for MFT-8970 or DMFT-8970 may be waived.

Non-Degree Seeking Students

Students who are not pursuing a degree with NCU, but who wish to enroll in Practicum or Internship courses must demonstrate that they meet the same clinical readiness standards as NCU degree seeking students.

These standards include:

- Successful passing of a background check
- Successful completion of pre-requisite (or equivalent) courses (demonstrated by transcript from an accredited university)
- Acknowledgement of the informed consent, technology checklist, and clinical handbook documents
- Proof of an active professional liability insurance policy
- Clinical readiness interview

Non-degree seeking students must complete the same SASVAC (site and supervisor vetting and contracting) process as degree seeking students. In addition, non-degree seeking students are required to complete **an individualized clinical training plan**. This plan must be signed by the student; the plan outlines student and NCU expectations and responsibilities.

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate in MFT program is designed for students who have completed their bachelor's degree and are seeking academic expertise or to meet state-level requirements for licensure through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program. There are four recommended courses for this certificate program, however, students can customize this certificate program as described below. Students must complete all four NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis for Admission

Admission to the Post-Baccalaureate Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.

POST-BACCALAUREATE TRANSFER INTO A MASTER'S DEGREE SEQUENCE

- Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the master's program.
- Applying Post-Baccalaureate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post Baccalaureate Certificate series.

Time to Completion

Normal time to completion for this program is 12 months.

Time to completion varies depending upon the pace at which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

NCU allows 2 years to complete all Post-Baccalaureate Certificate programs.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to their respective Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a master's program in a school other than the school from which the student obtained the Post-Baccalaureate Certificate, the university does not guarantee that any of the courses will be transferable to a program of another NCU School.

EXAMPLE: Student obtains a Post-Baccalaureate Certificate through the Department of Marriage and Family Sciences, but wants to obtain a master's degree through the Department of Psychology. In these cases, the Dean (from the department in which the student wants to obtain the master's degree) will review the Post-Baccalaureate Certificate courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the master's degree.

Child and Adolescent Family Therapy

The Child and Adolescent Family Therapy certificate is designed to prepare students to work in therapeutic settings with children and adolescents using a family therapy, systems-based approach.

Specialization Courses - 12 Credit Hours

Students seeking this certificate are required to complete the four courses listed below.

- MFT-6104 - Family Therapy with Children
- MFT-6117 - Family Therapy with Adolescents
- MFT-6550 - Child and Adolescent Family Therapy: Historical and Theoretical Foundations

- MFT-6551 - Child and Adolescent Family Therapy: Clinical Applications

Couple Therapy

The Couple Therapy certificate is designed to prepare students to work primarily, using a family therapy, systems-based perspective, with couples in therapeutic settings.

Specialization Courses – 12 Credit Hours

Students in this certificate are required to complete the four courses listed below.

- MFT-6105 - Couple and Sex Therapy
- MFT-6115 - Emotionally Focused Couples Therapy
- MFT-6510 - Couple Therapy: Historical and Theoretical Foundations
- MFT-6511 - Couple Therapy: Clinical Applications

General Family Therapy

The General Family Therapy certificate program is designed for mental health professionals and others that are interested in learning about individual, couple, and family therapy from a systems theory perspective. It is designed to assist in developing greater expertise in MFT or to meet specific licensure requirements. Students may complete the recommended courses listed below or they may select any four master's level courses (with the exception of MFT - 5101).

Note: Students who have made application for licensure are encouraged to verify with state licensure divisions or boards that the courses they select will meet the specific state requirements before enrolling in this certificate program.

Specialization Courses – 12 Credit Hours

Recommended courses for a foundation in MFT principles and concepts (for those not needing specific courses for licensure)

- MFT-5104 - Treatment Planning and Traditional Family Therapy
- MFT-5105 - Recovery-Oriented Care and Postmodern Family Therapy
- MFT-6104 - Family Therapy with Children
- MFT-6105 - Couple and Sex Therapy

LGBTQ Couple and Family Therapy

The LGBTQ Couple and Family Therapy certificate is designed to prepare students to work with clients in the LGBTQ community and to specialize in working with couples and families using a family therapy, systems-oriented approach.

Specialization Courses – 12 Credit Hours

Students in this certificate are required to complete the four courses listed below.

- MFT-6109 - Sex Therapy in MFT
- MFT-6540 - LGBTQ Couple and Family Therapy: Historical and Theoretical Foundations
- MFT-6541 - LGBTQ Couple and Family Therapy: Clinical Applications
- MFT-6542 - Transgender Couples and Families

Medical Family Therapy

The Medical Family Therapy certificate is designed to prepare students to work with individuals, couples, and families that are facing chronic and acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems-oriented perspective in helping clients to understand and manage their medical difficulties.

Specialization Courses – 12 Credit Hours

Students in this certificate are required to complete the four courses listed below.

- MFT-6112 - Fundamentals of Psychopharmacology
- MFT-6114 - Families with Severe and Chronic Illness
- MFT-6530 - Medical Family Therapy: Historical and Theoretical Foundations
- MFT-6531 - Medical Family Therapy: Clinical Applications

Military Family Therapy

The Military Family Therapy certificate prepares students to work primarily, using a family systems-based perspective, with individuals, couples, and families that are affiliated with the military

Specialization Courses – 12 Credit Hours

Students in this certificate are required to complete the four courses listed below.

- MFT-6113 - Assessing and Treating Family Violence
- MFT-6116 - Systemic Treatment of Infidelity and Sex Addiction
- MFT-6520 - Military Family Therapy: Historical and Theoretical Foundations
- MFT-6521 - Military Family Therapy: Clinical Applications

Master of Arts in Marriage and Family Therapy, MA

Description of Program

The Masters of Arts in Marriage and Family Therapy (MAMFT) degree program is focused on developing the skills and personal and professional growth that are required for effective practice in the field of Marriage and Family Therapy. The program is designed to provide an integrated learning experience for adult students seeking specific training in the profession of Marriage and Family Therapy (MFT). Students in this program will critically analyze a broad range of theories and practical knowledge in MFT. Degree requirements also include involvement in ongoing clinical work and supervision. This training prepares students for therapeutic and educational work in a variety of settings including mental health centers, public service agencies, correctional institutions, industry, medical settings, and private practice. Additional program description, requirements, policies, and procedures are further described in the MFT Program Handbook.

Graduates of the master's level program will be well prepared to begin the process of seeking licensure in their home state or area.

Learning Outcomes

The goals (referred to as Student Learning Outcomes) of the (MAMFT) program are:

1. Employ competence in working with diverse populations in clinical settings. (SLO #1)
2. Apply family systems oriented clinical skills across a variety of contexts. (SLO #2)
3. Contrast family systems theory oriented models of therapy (SLO #3)

4. Formulate a decision-making process for ethical dilemmas congruent with the AAMFT Code of Ethics. (SLO #4)

The MAMFT degree is structured to assist students to seek licensure in the state or jurisdiction of their choice. To allow this, courses can be added to the standard 45 credit program (up to a total program requirement of 60 credits) to assist with meeting licensure requirements. Eligible transfer credits can be applied to the program to support the respective state licensure requirement.

A core goal of the Master of Arts in Marriage and Family Therapy (MAMFT) degree is to qualify students to become licensed as Marriage and Family Therapists and pursue a career within this field. NCU recognizes that today's professionals are much more likely to move, live, and work in multiple states during their professional careers. With over 25% (n=15) of states now requiring 60 credit hour degrees to qualify for MFT licensure, and with more states proposing this change. It is recommend that students consider a degree plan and electives that maximize portability of the degree throughout the U.S.

NCU recognizes that a majority of states do not yet require 60 credit hour degrees and thus desire to allow students to keep the cost of their education as low as possible while still balancing the need of having a degree that allows for transportability between states during their professional career. Due to the nature of the MFT profession and differences that exist today in state licensing requirements, NCU allows students the ability to select additional electives above the required 45-credit degree plan, up to 60 credits.

Basis for Admission

In addition to evidence of a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution, applications for admission to the Department of Marriage and Family Sciences Master's programs require prior to the first date of attendance:

- Current resume or CV
- Statement of Intent
- Licensure plan (not required for applicants with an existing MFT license)
- Statement of professional ethics and conduct
- List of clinical site possibilities in the area of residence
- Course transfer/waive request (if applicable)
- Interview with an MFT faculty member
- Background check - All students in the MFT program that currently live or who have ever lived in the United States are required to complete a background check through NCU's designated provider prior to acceptance in the MFT program. International students and students holding a current MFT license are exempt from the requirement. Some students will do this as part of the application process, all students will have this completed before starting work in their clinical placements. (See the MFT application packet for further details)

Degree Requirements

The MAMFT degree requires a minimum of 45 credit hours at the graduate level beyond the bachelor's degree. While not required for graduation, students who need to complete a 48- or 60-credit program or need specific additional courses for their state licensure requirements will be allowed to complete optional elective courses to meet these requirements, which will constitute the total credit requirements for graduation from the program.

NCU may accept a maximum of 9 semester credit hours in transfer toward the master's degree for graduate coursework completed toward a non-conferred graduate degree at an accredited college or university with a grade of "B" or better. . Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the MAMFT program. See the Transfer Credit Policy for additional information.

NOTE: The maximum number of allowable transfer credit for 60-credit programs is 12 semester credit hours in transfer toward the master's degree for graduate coursework completed toward a non-conferred graduate degree at an accredited college or university with a grade of "B" or better.

The MAMFT program has the following graduation requirements:

- A minimum of 36 credit hours of graduate instruction must be completed through NCU
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Beyond these standard graduation requirements, the MAMFT program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum and internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high-speed internet connection.
2. **Client Contact** – MAMFT students will be required to complete 500 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 250 hours of client contact must be relational (e.g., couple or family). For more information, please read the practicum and internship course descriptions.
3. **Supervision** – In conjunction with client contact, MAMFT students must receive a total of 100 hours of supervision, at least fifty (50) of which must be individual, in-person supervision conducted by an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. Fifty hours of supervision must also involve the supervisor's review of the student's therapy with clients via video/audio recording or live observation. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location and/or local supervisor they contract with to complete their practicum and internship requirements. The decision and responsibility to pay for local supervision is entirely up to the student and not a requirement of NCU.
4. **Liability Insurance** – Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance. This is included with a student membership in the American Association for Marriage and Family Therapy (for California students it is also included in the student membership in the California Association of Marriage and Family Therapists).
5. **Clinical Hours Tracking** – the MAMFT program uses Time2Track (T2T) to document completion of clinical hours. Students, local approved clinical supervisors and NCU faculty supervisors all have access to the system in order to support the successful completion of the clinical training requirements for the program. Students will be provided with an authorization code.

Time to Completion

NCU allows 6 years to complete Master's programs requiring more than 36 credit hours.

Students who are unable to complete a degree program within the stated time limits (6 years) are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 59 months.

Time to completion varies depending upon the pace at which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal

commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 33 months.

CALIFORNIA LICENSURE TRACK SPECIALIZATION

For students residing in or planning to move to and pursue licensure in California, we offer a California Licensure Track option MAMFT program. This option has been accepted by the Board of Behavioral Sciences (BBS); the MFT licensing board in California. This degree plan requires 60 credit hours. Students must complete the standard 45-credit hour degree plan with one modification (students must take the California version of our ethics course (MFT6201 - California Law and Professional Ethics) rather than the standard ethics course (MFT5102 - Legal, Ethical and Professional Development in MFT), Then, in addition to the standard 45 credits, students must complete an additional five course (15 credits) that have been pre-determined to meet the CA licensing requirements.

60 Credit Hours

Course Sequence

Foundation Courses

- MFT-5101 - Foundations for Graduate Study in Marriage and Family Therapy
- MFT-5104CA - Treatment Planning and Traditional Family Therapy
- MFT-5105CA - Recovery-Oriented Care & Postmodern Family Therapy

Fundamental Courses

- MFT-5103CA - Systemic Evaluation and Case Management
- MFT-6201CA - California Law and Professional Ethics
- MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment

Specialization and Research Courses

- MFT-6105 - Couple and Sex Therapy
- MFT-6104 - Family Therapy with Children
- MFT-6106 - Families in Crisis
- MFT-5106 - Research Methods and Evidence Based Practice
- MFT-6101 - Human Development and Family Dynamics Across the Lifespan
- MFT-6103 - Cultural Diversity, Gender, and Family Development
- MFT-6113 - Assessing and Treating Family Violence
- MFT-6112 - Fundamentals of Psychopharmacology
- MFT-6111 - Systemic Interventions in Addictions
- MFT-6109 - Sex Therapy in MFT
- MFT-6118 - Gerontology and Systemic Intervention

Clinical Experience Requirements

- MFT-6951CA - MFT Practicum I
- MFT-6952CA - MFT Practicum II
- MFT-6991CA - MFT Internship I *
- MFT-6992CA - MFT Internship II *
- MFT-6995CA - MFT Internship and Capstone Presentation *

Note: * Designates 1-credit courses, all other courses are 3 credits.

Course Sequence

Basic 45-credit hour Program (this is the basis for all degree plans except California)

Foundation Courses

- MFT-5101 - Foundations for Graduate Study in Marriage and Family Therapy
- MFT-5104 - Treatment Planning and Traditional Family Therapy
- MFT-5105 - Recovery-Oriented Care and Postmodern Family Therapy

Fundamental Courses

- MFT-5102 - Legal, Ethical and Professional Development in Marriage and Family Therapy
- MFT-5103 - Systemic Evaluation and Case Management
- MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment

Specialization and Research Courses

- MFT-5106 - Research Methods and Evidence Based Practice
- MFT-6101 - Human Development and Family Dynamics Across the Lifespan
- MFT-6103 - Cultural Diversity, Gender, and Family Development
- MFT-6105 - Couple and Sex Therapy
- Specialization/Elective Course 1
- Specialization/Elective Course 2
- Additional Elective courses as needed for state licensure

Clinical Experience Requirements

- MFT-6951 - MFT Practicum I
- MFT-6952 - MFT Practicum II
- MFT-6991 - MFT Internship I
- MFT-6992 - MFT Internship II
- MFT-6995 - MFT Internship and Capstone Presentation

Elective Courses

While the Marriage and Family Therapy program requires only 45 Credit Hours to graduate, some students may need additional specific courses or additional credit hours in order to meet state licensure requirements. These courses can be selected from relevant Marriage and Family Therapy courses as needed. Any additional courses required for licensure will become a part of the total credit requirements for the student's degree plan.

To assist students in taking courses that align with their state licensing requirements, if needed students can select from a predetermined list of courses to fill their two elective course requirements or they can request approval to take any of the specialization courses in the MAMFT curriculum. If there are not state specific requirements for certain courses, we recommend students take MFT-6104 - Family Therapy with Children and MFT-6106 - Families in Crisis. Students should review their state educational requirements and speak with their Academic and Finance Advisor or faculty member to determine the best fit.

Specializations

Obtaining a specialization at the master's level offers students the opportunity to focus their studies in a specific content area. By focusing on this specialized area, students gain both content and application knowledge that enables them to become an "expert" in the particular area.

Students in the MAMFT program may elect to complete a specialization in one of the six areas described below. The following requirements must be met to receive the selected specialization:

1. All courses required for licensure in the selected state
2. Completion of the customized research course (MFT -5106)
3. Completion of the two specialization courses as listed below

4. Completion of at least 100 hours of client contact with clients focused in the selected specialization (supervised by a qualified MFT supervisor)

Note: Students may receive a certificate if all coursework is completed but the 100 hours of supervised experience cannot be completed.

Child and Adolescent Family Therapy Specialization

The Child and Adolescent Family Therapy specialization is designed to prepare students to work in therapeutic settings with children and adolescents using a family therapy, systems approach. Students in this specialization are required to complete the two content courses listed below, the research course (MFT -5106) focusing on issues related to working with children, adolescents, and families as well as completing at least 100 hours of clinical experience in an approved setting with a qualified local supervisor.

Specialization Courses - 6 credit hours

- MFT-6550 - Child and Adolescent Family Therapy: Historical and Theoretical Foundations
- MFT-6551 - Child and Adolescent Family Therapy: Clinical Applications

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

Couple Therapy Specialization

The Couple Therapy specialization is designed to prepare students to work primarily, using a family therapy, systems perspective, with couples in therapeutic settings. Students in this specialization are required to complete the two content courses listed below, the research course (MFT -5106) focusing on issues related to working with couples, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

- MFT-6115 - Emotionally Focused Couples Therapy
- MFT-6510 - Couple Therapy: Historical and Theoretical Foundations
- MFT-6511 - Couple Therapy: Clinical Applications

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

General Family Therapy Specialization

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their state requirements as well as their personal and professional ambitions. In this specialization, students are required to complete two content courses selected from any of the master's level specialization courses (6 credit hours), the standard research course (MFT -5106 – 3 credit hours) and the standard clinical experience as listed above.

LGBTQ Couple and Family Therapy Specialization

The LGBTQ Couple and Family Therapy specialization is designed to prepare students to work with clients in the LGBTQ community and to specialize in working with couples and families using a family therapy, systems oriented approach. Students in this specialization are required to complete the two content courses listed below, the research course (MFT -5106) focusing on issues related to working with LGBTQ couples and families, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

- MFT-6540 - LGBTQ Couple and Family Therapy: Historical and Theoretical Foundations
- MFT-6541 - LGBTQ Couple and Family Therapy: Clinical Applications
- MFT-6542 - Transgender Couples and Families

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

Medical Family Therapy Specialization

The Medical Family Therapy specialization is designed to prepare student to work with individuals, couples, and family that are facing chronic and acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping clients to understand and manage their medical difficulties. Students in this specialization are required to complete the two content courses listed below, the research course (MFT -5106) focusing on issues related to medical family therapy, and at least 100 hours of clinical experience in an approved medical setting with a qualified local clinical supervisor.

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

- MFT-6114 - Families with Severe and Chronic Illness
- MFT-6530 - Medical Family Therapy: Historical and Theoretical Foundations
- MFT-6531 - Medical Family Therapy: Clinical Applications

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

Military Family Therapy Specialization

The Military Family Therapy specialization prepares students to work primarily, using a family systems perspective, with individuals, couples, and families that are affiliated with the military. Students in this specialization are required to complete the two content courses listed below, the research course (MFT -5106) focusing on issues related to working with military families, and at least 100 hours of clinical experience in an approved military setting with a qualified local clinical supervisor.

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

- MFT-6113 - Assessing and Treating Family Violence
- MFT-6520 - Military Family Therapy: Historical and Theoretical Foundations
- MFT-6521 - Military Family Therapy: Clinical Applications

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

Master of Social Work, MSW

Description of Program

The MSW program is a 60-credit program designed to prepare generalist social work leaders and practitioners for careers in health care, human services, clinical practice, and administration. Social Work is a rapidly developing field, responding to the current changes in economics, living standards and education, but it has a capacity challenge. The environment of increased demand, compressed resources, complex social challenges, and changing demographics has challenged the ability to deliver "public value" — the measure of how effective and efficient a program is in achieving outcomes.

Students new to the field of social work can enter the **Foundation Track** where they will explore the practice of contemporary social work, including social work practices, ethics, communication and other key skills. This is the 60-credit program. Students who already have a bachelor's degree in social work from a CSWE accredited program can enter the **Advanced Standing** track where they will take more advanced coursework this is a 36 credit hour program. Students on both tracks will benefit from experiential learning opportunities with real social workers in the field. At the core of both tracks is an integrated, rigorous, and practical curriculum intended to help prepare students to take on social work related roles in health care, human services, clinical practice, and policy and administration.

The program is based on the knowledge, values, and skills of the social work profession, emphasizing the importance of strengths-based and research-informed training and coursework necessary for the diverse career opportunities in the field. The Master in Social Work degree can prepare graduates for a variety of careers in public and private agencies, including medical and rehabilitation settings, schools, behavioral health settings, court and correctional agencies, and local and state governments. The MSW program is in alignment with NCU's mission of helping students achieve academically and become valuable contributors to their communities and within their professions through providing an educational program that focuses on professional practice and professional competence.

The program includes a Foundation program and Advanced-Standing program. The Foundation Generalist program is designed for non-Bachelor of Social Work (BSW) students and will prepare students for the generalist concentration designed for social work leaders and practitioners for careers in health care, human services, clinical practice, and administration – just to name a few. For the Advanced-Standing Specialized Generalist, we will only accept those students who have a BSW from a CSWE accredited program. The Generalist Concentration builds on the generalist perspective by teaching specialized skills for working with individuals, families, and groups and leadership skills within the context of community, state, and national agencies and organizations. The program is based on the knowledge, values, and skills of the social work profession, emphasizing the importance of evidence-based and research-informed education and coursework necessary for the diverse career opportunities in the field.

Our master's level program includes the following:

- The MSW foundation track in which courses are designed for students whose undergraduate degree is not in social work
- The MSW advanced track in which courses are tailored for students who have completed a BSW degree within 10 years or have completed the MSW foundation track courses

Learning Outcomes

1. Students will apply NASW Code of Ethics to guide professional behavior (Com #1)
2. Students will examine how diversity and social justice impacts various groups and social policy (Com #2, 3, 6, & 5)
3. Students will interpret research to inform practice (Com #4)
4. Students will assess the needs of clients and constituents (Com #7)
5. Students will evaluate evidence-informed social work interventions, processes, and outcomes with clients and constituents (Com#8 & 9)

Basis for Admission

Admission to an NCU master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

****Admission into MSW-Advanced Standing requires a Bachelor of Science in Social Work (BSSW) degree from a CSWE accredited program.**

The MSW program will allow for transfer of up to 6 credit hours for the Advanced Standing track and 12 credits for the Foundation track. Transfer credits for the Foundation track must be completed at a regionally accredited institution and must be awarded a B/3.0 or higher grade. For the Advanced Standing track, students may apply for transfer of up to 6 credit hours of graduate credit hours from a CSWE accredited MSW program (grades must be B or higher) under the following guidelines:

1. Course work which would be over five years old at the completion of the degree program (as defined by the student's plan of study) may not be used
2. Acceptance of transfer credits will depend upon how they fit within the MSW requirements and the student's overall plan of study
3. Only applicants from CSWE-accredited graduate social work programs will be considered for admission as transfer students for the Advanced Standing track

Additional State requirements may need to be met for Basis of Admissions into a program:

Basis for Admission - Washington State Students

Washington State has asked that we provide you the following information before you enroll in the program:

- Northcentral University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
 - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
 - The Council may be contacted for a list of currently authorized programs
 - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs
 - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
 - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
 - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution.
 - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
 - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science (MS) program provides support to students in securing quality internship placements that include, but are not limited to Internship Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner

- The MS program cannot require potential placement site to hire students thus it is the responsibility of the student to present their self in a professional manner and secure a placements site and supervisor
- We encourage student to contact the Internship Coordinator for any additional individualized support they may need in this process

Degree Requirements

Admission to an NCU master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service. Admission into MSW-Advanced Standing requires a Bachelor of Science in Social Work (BSSW) degree from a CSWE accredited program.

Practicum Information

MSW practicum courses require approval from the MSW Field Education Director prior to enrollment in the practicum courses. Students wishing to enroll in a practicum course should begin the approval process with their Academic and Finance Advisor at least three to four months prior to their anticipated practicum enrollment date. MSW students must complete two practicum courses (3 credits each) for the Advanced-Standing track and four practicum courses (3 credits each) for the Foundation track. Prior to enrolling in the first practicum course, students must complete the Practicum Preparation Process (PPP) and receive approval. As part of the PPP, students, with the support of the Field Education Director, will be required to secure a local practicum placement as well as a local supervisor. In order to finish the practicum requirements and continue on to the practicum, students must meet bi-weekly in the practicum seminar. Students are required to complete a minimum of 225 hours for each practicum. Students who have significantly fewer hours than that will be asked to meet with the Field Director Education and may be required to complete a practicum extension course. Students must also receive satisfactory evaluations from their local site supervisor and their Northcentral faculty supervisor in order to complete the practicum sequence. Students must complete the required number of hours in order to graduate.

The MSW program provides support to students in securing quality practicum placements that include but are not limited to full-time faculty and staff to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner. The MSW program cannot require a potential placement site to accept students thus it is the responsibility of the student to present their self in a professional manner and secure a placements site and supervisor. We encourage students to contact the Field Director for any additional individualized support they may need in this process.

The practicum courses for the MSW program are MSW-6009, MSW-6010, MSW-6901, and MSW-6902. Additional details can be found in the course descriptions.

For Washington state students: For practicum placement it is the responsibility of the student to secure a site for their practicum placement(s). The Field Education Director will provide support in the process, but it is ultimately the student's responsibility to actively engage in finding, and securing, a practicum site.

Liability Insurance

Students in practicum courses must purchase liability insurance prior to practicum. Many practicum sites require students to show evidence of liability coverage prior to beginning a practicum. Northcentral requires students participating in practicum to purchase student professional liability insurance, typically available at a lower student rate through the National Association of Social Workers (NASW).

Certification and Licensing

NCU's MSW program is in candidacy for accreditation through the Council on Social Work Education (CSWE), the accrediting body for MSW programs in the United States. The practice of clinical social work is regulated in every jurisdiction in North America. Licensure requirements include graduation from a CSWE-accredited program or program in candidacy. Most licensing boards require evidence of appropriate coursework and practicum experience in clinical settings to practice clinical social work. Some state regulatory boards may have requirements for specialized accreditations or other unique course/credit requirements above and beyond NCU's standard MSW degree plan that may prevent successful application for licensure. Although licensure laws are governed by individual states and can change frequently, the MSW program administration seeks to identify these states and notify applicants in those states of any known limitations. If a student is seeking post-graduate licensure it is the responsibility of the student to be familiar with licensure requirements in their jurisdiction.

Program Specific Accreditation Information

The NCU MSW program is currently in Pre-Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation. Pre-Candidacy for a master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has submitted an application to be reviewed for Candidacy. A program that has attained Pre-Candidacy has not yet been reviewed by the Commission on Accreditation or been verified to be in compliance with the Educational Policy and Accreditation Standards. The Council on Social Work Education does not publicly disclose whether programs have currently attained Pre-Candidacy Status until they are granted Candidacy. Students who enter the program while it is still in Pre-Candidacy will not be recognized as attending a program in Candidacy unless the program attains Candidacy in the academic year in which those students enter.

The Candidacy Process is typically a three-year process and there is no guarantee that a program in Pre-Candidacy will eventually attain Candidacy or Initial Accreditation. Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy by the Council on Social Work Education's Commission on Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program. Most state licensing boards allow graduates from "Candidacy for Accreditation" programs to pursue state licensure. Students are encouraged to contact their state licensing board to confirm what is allowed, as state regulations can change over time.

Most state licensing boards allow graduates from "Candidacy for Accreditation" programs to pursue state licensure. Student applicants/students are encouraged to contact their state licensing board to confirm what is allowed, if the program's current accreditation status will qualify for licensure, as states can change their regulations and requirements over time.

Some state licensing boards will not recognize a degree from a program that is in Candidacy. Specifically, Hawaii, Kansas, Kentucky, Louisiana, Maine, Michigan, Missouri, Montana, Pennsylvania, and Virginia have educational requirements for MSW licensure that indicates an applicant for licensure must possess a master's degree in social work from a college or university fully accredited by the Council on Social Work Education at the time of graduation.

Washington State students can contact the Washington Department of Health/Health Professions Quality Assurance division to ensure the NCU MSW program will qualify them for licensure as a Social Worker in the state.

As an out-of-state program, some states require that programs receive state authorizations before offering a program to current residences of that state, even if a state licensing board will accept the degree to pursue licensure. At this time the MSW program is not accepting students from Arkansas, District of Columbia, Illinois, Iowa, Georgia, New Mexico, New York, or North Carolina.

Time to Completion

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 24 months in the **Advanced Track (36 credits)** and 36 months to complete the **Full program (60 credits)**.

Advanced Track - Course Sequence

Core Courses

- MSW-5000 - Introduction to Social Work
- MSW-6006 - Leadership in Social Work Practice
- MSW-6007 - Research Methods in Social

Advanced Courses

- MSW-6101 - Advanced Social Work with Children and Families
- MSW-6102 - Advanced Social Work Practice with Marginalized Populations
- MSW-6103 - Advanced Social Work in Medical Practice
- MSW-6104 - Advanced Social Work Practice in Mental Health
- MSW-6105 - Forensic Clinical Social Work Practice
- MSW-6106 - Advanced Leadership Skills for Clinical Practice
- MSW-6901 - Advanced Practicum I
- MSW-6902 - Advanced Practicum II
- MSW-6903 - Capstone

Foundation Track - Course Sequence

The Master of Social Work, Foundation Track, program requires the foundation courses to be completed prior to enrolling in the Advanced-Standing Track. The program capstone will be completed as the last course in the degree program.

Core Courses

- MSW-5000 - Introduction to Social Work
- MSW-5001 - Human Behavior and the Social Environment
- MSW-5002 - Professional Practice with Individuals and Families
- MSW-6003 - Professional Practice with Organizations and Communities
- MSW-6004 - Social Work in Behavioral Health
- MSW-6005 - Ethics and Diversity in Social Work
- MSW-6006 - Leadership in Social Work Practice
- MSW-6007 - Research Methods in Social
- MSW-6008 - Social Work in Interdisciplinary Settings
- MSW-6009 - Generalist Practicum
- MSW-6010 - Generalist Practicum II

Advanced Courses

- MSW-6101 - Advanced Social Work with Children and Families
- MSW-6102 - Advanced Social Work Practice with Marginalized Populations
- MSW-6103 - Advanced Social Work in Medical Practice

- MSW-6104 - Advanced Social Work Practice in Mental Health
- MSW-6105 - Forensic Clinical Social Work Practice
- MSW-6106 - Advanced Leadership Skills for Clinical Practice
- MSW-6901 - Advanced Practicum I
- MSW-6902 - Advanced Practicum II
- MSW-6903 - Capstone

Post-Master's Certificate

Description of Program

Each Post-Master's Certificate program in MFT comprises 6 courses (18 credit hours). Students must complete the program as listed below and may not substitute alternative courses (with the exception of the General Marriage and Family Therapy Certificate as described below). Students must complete all six NCU courses with a cumulative GPA of 3.0 or better in order to receive a certificate.

Basis of Admission

Admission to the Post-Master's Certificate program requires a conferred master's level or higher degree from a regionally or nationally accredited academic institution.

Scope

Six NCU Courses (18 Credit hours) must be completed to earn a certificate. Courses taken as part of a NCU master's program cannot be applied towards a Post-Master's Certificate program.

Post-Master's Certificate Transfer into a Doctoral Program

Post-Master's Certificate program courses may be used to satisfy doctoral degree requirements if the certificate course is required by the doctoral program in which the student is enrolled.

Coursework completed as part of an earned doctoral degree cannot be applied towards a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework, if the student officially applies for a Post-Master's Certificate prior to completing the fourth course in a Post-Master's Certificate series.

Time to Completion

Normal time to completion for this program is 19 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules.

New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 13 months.

NCU allows two years to complete a Post-Master's Certificate.

Students who are unable to complete a Post-Master's Certificate within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

NOTE: NCU does not guarantee that Post-Master's Certificate courses taken in one NCU School will transfer to another NCU School. The Dean or designee of the School to which the student wishes to transfer will review the Post-Master's Certificate courses and make a final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

Child and Adolescent Therapy

Children and adolescents are some of the most underserved populations in mental health practice today. The Child and Adolescent Therapy certificate program is designed for mental health professionals that wish to expand their skills in working with these populations.

- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- MFT-8202 - Family Therapy with Adolescents
- MFT-8205 - Child and Adolescent Assessment and Diagnosis
- MFT-8206 - Early Childhood and Parenting Interventions
- MFT-8207 - Systemic Treatment of Neurodevelopment Disorders in Children and Adolescents

Couple Therapy

Couple therapy is a specialized area of mental health practice that requires particular skills in working with two partners at the same time. The Couple Therapy certificate program is designed to provide training in the skills and models needed to effectively work with couples.

- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- MFT-8303 - Systemic Sex Therapy
- MFT-8305 - Emotion and Differentiation Focused Couple Therapy
- MFT-8306 - Behavior Informed Couple Therapy Models
- MFT-8307 - The Couple Life Cycle in MFT Practice and Supervision

General Marriage and Family Therapy

Many who have earned a master's degree in a clinical field find that they need additional expertise in specific areas and/or they need courses to meet state-specific educational requirements for MFT licensure. This certificate allows students to select courses from a broad range of electives to fit their personal and professional goals. Completion of this certificate will assist individuals in pursuing a variety of career opportunities in the field of Marriage and Family Therapy in various settings such as schools, hospitals, clinics, research centers, private practice, and academia. Additionally, it can assist in meeting the requirements for licensure (students are encouraged to verify with state licensure divisions or boards that the courses they select will meet the state requirements before enrolling in this certificate program).

Students can select any six (6) doctoral level MFT courses (excluding the first course in the program and dissertation courses) to meet the requirements of the General Marriage and Family Therapy certificate program. Based on approval from the Dean or designee, courses from the Department of Psychology can be included in the General Marriage and Family Therapy specialization.

Medical Family Therapy

The Medical Family Therapy certificate is designed to prepare students to work with individuals, couples, and families that are facing chronic or acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping client families to understand and deal with their medical difficulties.

- MFT-8104 - Pharmacology for Family Therapists
- MFT-8401 - Medical Family Therapy
- MFT-8405 - Medical Family Therapy Applications
- MFT-8406 - Families, Health, and Illness
- MFT-8407 - Loss and Bereavement
- MFT-8601 - Gerontology and Systemic Intervention

Therapy with Military Families

Military personnel and their families are greatly impacted by the dynamics in and effects of military service. The certificate program in Therapy with Military Families is designed for mental health professionals who have the interest and commitment to work with military families and address their unique challenges.

- MFT-8103 - Assessing and Treating Family Violence
- MFT-8115 - Family Systems Approaches to Addiction
- MFT-8503 - Military and Veteran Cultures Across the Lifespan
- MFT-8504 - Trauma and Resilience in Military and Veteran Couples and Families
- MFT-8505 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations
- MFT-8506 - Behavioral Health Care with Military and Veteran Populations

Doctorate of Marriage and Family Therapy, DMFT

Description of Program

The Doctorate of Marriage and Family Therapy (DMFT) at NCU is designed to provide a high quality and rigorous education and training experience for students who wish to prepare for professional life as a systemically-trained mental health professional. A high standard of excellence is expected. In support of this, program faculty is selected for their expertise and ability to support students and facilitate exceptional educational attainment. The program is focused on developing the skills requisite for effective practice in the field of marriage and family therapy. The DMFT offers training in program development and evaluation, grant writing, advanced clinical education, research coursework and opportunities, and supervision training and experience. Graduates of the DMFT will be prepared to develop and evaluate programs, write grants, deliver clinical services, supervise other clinicians, serve in administrative positions, oversee the business of mental health practices, and participate in education and research in the field of marriage and family therapy. Additional program description, requirements, policies, and procedures are further described in the MFT Doctoral Programs Handbook.

Learning Outcomes

The Learning Outcomes of the Doctorate of Marriage and Family Therapy (DMFT) program are:

1. Develop competence in working with diverse populations in academic, clinical, supervision and research settings. (SLO #1)
2. Appraise clinical skills and ethical behaviors in systemic therapy and supervision. (SLO #2)
3. Produce applied research in the field of marriage and family therapy through independent research. (SLO #3)
4. Develop professional expertise in an *area of specialization* related to the field of marriage and family therapy. (SLO #4)

Basis for Admissions

In order to enter the DMFT program in Marriage and Family Therapy (MFT), applicants must have earned a master's degree from a nationally or regionally accredited university. The qualifying master's degree must have been completed in a clinical training program (e.g., MFT, psychology, social work, counseling).

Those with a master's degree in marriage and family therapy can begin the program immediately. Those needing fundamental knowledge of systems theory and MFT models may receive recommendation that they complete up to four master's level courses following completion of the initial DMFT course.

In addition to evidence of the conferred degree, applications for admission to the Department of Marriage and Family Sciences' Doctoral programs require prior to the first date of attendance, submission of:

- Current resume or CV
- Statement of intent
- Licensure plan (not required for applicants with an existing MFT license)
- Statement of professional ethics and conduct
- List of clinical site possibilities in the area of residence (not required for applicants with an existing MFT license)
- Course transfer/waive request (if applicable)
- Interview with an MFT faculty member
- Background check (All applicants that currently live or who have ever lived in the United States are required to complete a background check through NCU's designated provider prior to acceptance in the MFT program. International students and students holding a current MFT license are exempt from the requirement.)

Degree Requirements

The DMFT degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

NCU may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the DMFT program.

The Doctorate of Marriage and Family Therapy (all specializations) has the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through NCU
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Beyond these standard graduation requirements, the DMFT program has the following degree requirements:

1. **Online Video Conferencing.** In order to complete some of the course requirements, students are required to participate in online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a webcam, a headset, a video recording device, and a high-speed Internet connection.
2. **Doctoral Internship.** DMFT students are required to complete a 9-month, 30 hour a week, doctoral internship that aligns with their doctoral specialization. Students are required to have a local supervisor with whom they can meet face-to-face for a minimum of 4 hours per month (i.e., one hour per week). For more information, please read the practicum and internship course descriptions.
3. **Liability Insurance.** Prior to beginning any clinical experience, DMFT students are required to submit proof of professional liability insurance.
4. **Supervision Coursework.** In addition to advanced coursework in marriage and family therapy, students in the DMFT program must complete a course in MFT supervision methodology. Students seeking to qualify for the Approved Supervisor designation will have to complete the direct supervision and supervision mentoring requirements outside of the program.
5. **Doctoral Comprehensive Evaluation (Portfolio).** In pursuit of an applied doctoral degree at NCU, students will gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The three doctoral portfolio courses are intended to assure that students provide artifacts indicating that they have acquired competencies in the following domains: program and professional goals, a relevant course of study, professional experience and plans, research experience and plans, clinical experience and plans, internship outcomes, documentation of academic growth, and the first draft of the Concept Paper. The DMFT Portfolio is a living document with major updates throughout the program.
6. **Applied Dissertation.** The capstone of doctoral training is the completion of the dissertation process. All programs at NCU use a facilitated dissertation process that is purposefully designed to help students follow a step-by-step sequence in the preparation and completion of a doctoral dissertation. For students in the DMFT program, the applied dissertation must be related to marriage and family therapy and be consistent with the student's selected area of specialization. (Note: The dissertation portion of the DMFT program can be completed with a minimum of 12 credit hours in Dissertation Courses, but **may require additional credit hours**, depending on the time the student takes to complete the dissertation research.)

Competencies

All DMFT students are required to demonstrate competency in the areas listed below.

1. **Competency in Research Writing Skills.** DMFT students are required to successfully complete both DMFT-7101 and DMFT-7102 at NCU. Students are required to show competency in writing skills for research purposes throughout their NCU graduate coursework. Students may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determines communication skills are insufficient for doctoral-level work.
2. **Graduate-Level Research Methods Competency.** DMFT students are required to successfully complete DMFT-7103 at NCU and demonstrate the ability to successfully complete a dissertation proposal.
3. **Graduate-Level Research Design and Analysis Competency.** DMFT students are required to successfully complete DMFT-7110 and DMFT-7111 at NCU, as well as carry out, complete, write-up and defend the proposed applied dissertation study.
4. **Graduate-Level Clinical Competency.** All students who enter the DMFT program are required to enroll in a clinical practicum at NCU. DMFT students who are fully licensed MFTs have the option to take the supervision practicum (DMFT-8971) or the clinical practicum (DMFT-8951). DMFT students who do not enter the program as fully licensed marriage and family therapists must take DMFT-8951 . Successful completion of a practicum course, including relevant evaluations and presentations, is deemed to be evidence of clinical competence.
5. **Graduate-Level Program Evaluation Competency.** DMFT students are required to successfully complete DMFT-7112 at NCU, which involves demonstrating competence in completing a program evaluation.

6. **Computer Competency.** DMFT students are required to have the computer skills that are necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). In addition, students need to use computer programs for the statistical analysis of data (e.g., SPSS). The dissertation oral examination requires the student to produce a computer-based presentation (e.g., PowerPoint).

Time to Completion

NCU allows 7 years to complete all doctoral programs of 60 credit hours or less.

Students who are unable to complete a degree program within the stated time limits are dismissed. If students believe they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 53 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules.

New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 48 months.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 60 credit hours, but *may require additional credit hours*, depending on the time required to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- DMFT-7101 - DMFT Foundations for Applied Doctoral Studies in MFT

- DMFT-7102 - Scholarly Literature Review in MFT
- DMFT-7201 - Program Development for MFTs
- DMFT-7202 - Grant Writing Concepts and Approaches for MFTs
- CMP-9600M - DMFT Portfolio I
- Specialization Course 1
- DMFT-7103 - Research Methods in MFT
- Specialization Course 2
- DMFT-7110 - Quantitative Research Design and Statistical Analysis in MFT
- DMFT-8970 - MFT Supervision
- CMP-9601M - DMFT Portfolio II
- Specialization Course 3
- DMFT-8971 - Doctoral Supervision Practicum -OR- DMFT-8951 DMFT Doctoral Practicum
- DMFT-7111 - Qualitative Research Design and Analysis in Marriage and Family Therapy MFT
- DMFT-8961 - DMFT Doctoral Internship I
- Specialization Course 4
- DMFT-8962 - DMFT Doctoral Internship II
- DMFT-7112 - Program Evaluation and Monitoring in MFT
- DMFT-8965 - DMFT Doctoral Internship and Portfolio
- CMP-9602M - DMFT Portfolio III
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Child and Adolescent Therapy

The Child and Adolescent Therapy Specialization is designed to prepare students to work in therapy settings with children and adolescents from a family therapy/systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with children and adolescents. Twelve (12) credit hours of coursework are devoted to Child and Adolescent Therapy.

Required Courses - 12 credit hours

- MFT-8205 - Child and Adolescent Assessment and Diagnosis
- MFT-8202 - Family Therapy with Adolescents
- MFT-8206 - Early Childhood and Parenting Interventions
- MFT-8207 - Systemic Treatment of Neurodevelopment Disorders in Children and Adolescents

Couple Therapy

The Couple Therapy Specialization is designed to prepare students to work primarily with couples in therapy settings from a family therapy/systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with couples. Twelve (12) credit hours of coursework are devoted to Couple Therapy.

Required Courses - 12 credit hours

- MFT-8303 - Systemic Sex Therapy
- MFT-8305 - Emotion and Differentiation Focused Couple Therapy
- MFT-8306 - Behavior Informed Couple Therapy Models

- MFT-8307 - The Couple Life Cycle in MFT Practice and Supervision

General Family Therapy

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their personal and professional ambitions. In this specialization, students select four courses (12 credit hours) from the Marriage and Family Therapy curriculum at the 8000 level. Courses from the Department of Psychology may be considered to fill this requirement with approval on a case-by-case basis. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to marriage and family therapy. Four additional courses (theory or treatment-focused) chosen from any of the Department of Marriage and Family Sciences (DMFS) specialization courses (or from Psychology with approval) listed in the Catalog that will help the student develop the desired expertise.

Medical Family Therapy

The Medical Therapy Specialization is designed to prepare students to work with individuals, couples, and families who are facing chronic or acute medical difficulties. Medical Family Therapy incorporates a family therapy/systems perspective in helping client families to understand and deal with their medical difficulties. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to medical family therapy. Twelve (12) credit hours of coursework are devoted to Medical Family Therapy.

Required Courses - 12 credit hours

- MFT-8401 - Medical Family Therapy
- MFT-8405 - Medical Family Therapy Applications
- MFT-8406 - Families, Health, and Illness
- MFT-8407 - Loss and Bereavement

Mental Health Administration

The Mental Health Administration Specialization is designed to prepare students to fulfill roles as leaders and administrators in mental health organizations and agencies. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues broadly related to mental health administration. These twelve (12) credit hours of coursework are devoted to Mental Health Administration. A unique aspect of this specialization is that students may select up to two of their four specialization courses from the School of Business or the Department of Psychology.

Recommended Courses

Students may select four DMFT courses from this list, or 2-3 from this list and 1-2 from Business and Psychology.

- DMFT-8701 - Financial Administration and Budgeting in MFT
- DMFT-8702 - Practice/Organization Marketing
- DMFT-8703 - Strategic Planning in MFT
- DMFT-8704 - Systemic Consultation
- DMFT-8705 - Systemic Leadership
- DMFT-8706 - The Business of Therapy

Recommended (optional) Business and Psychology Courses

Students MAY select 1-2 Business or Psychology courses from this list:

- MGT-7000 - Business Organization and Management
- PSY-8503 - Evidence-Based Treatments

- OL-7008B - Executive Leadership in Nonprofit Organizations
- PSY-8401 - Leadership and Management
- MGT-7110 - Leadership in Organizations
- HCA-7019 - Managerial Leadership within Managed Healthcare Systems
- PSY-8500 - Mental Health Service Policy
- PSY-8501 - Mental Health Administration and Management
- MGT-7022 - Advanced Topics in Organizational Development
- PSY-8403 - Organizational Development

Small Business Development and Entrepreneurship

The Small Business Development and Entrepreneurship Specialization is designed to prepare students to manage the business aspects of a clinical practice, or use their skills in an entrepreneurial fashion. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues broadly related to small business development and entrepreneurship. Twelve (12) credit hours of coursework are devoted to small business development and entrepreneurship. A unique aspect of this specialization is that students may select up to two of their four specialization courses from the School of Business or the Department of Psychology.

Recommended Courses

Students may select four DMFT courses from this list, or 2-3 from this list and 1-2 from Business and Psychology.

- DMFT-8702 - Practice/Organization Marketing
- DMFT-8703 - Strategic Planning in MFT
- DMFT-8704 - Systemic Consultation
- DMFT-8705 - Systemic Leadership
- DMFT-8706 - The Business of Therapy

Recommended (optional) Business and Psychology Courses

Students MAY select 1-2 Business or Psychology courses from this list:

- MGT-7013 - Entrepreneurship
- PSY-8503 - Evidence-Based Treatments
- HCA-7012 - Healthcare Industry and Financial Management
- PSY-8401 - Leadership and Management
- MGT-7022 - Advanced Topics in Organizational Development
- PSY-8403 - Organizational Development

Therapy with Military Families

The Therapy with Military Families Specialization is designed to prepare students to work primarily with individuals, couples, and families who are affiliated with the military using a family therapy/systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with military personnel and their families. Twelve (12) credit hours of coursework are devoted to Therapy with Military Families.

Required Courses - 12 credit hours

- MFT-8503 - Military and Veteran Cultures Across the Lifespan
- MFT-8504 - Trauma and Resilience in Military and Veteran Couples and Families
- MFT-8505 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations
- MFT-8506 - Behavioral Health Care with Military and Veteran Populations

Doctor of Philosophy in Marriage and Family Therapy, PhD

Description of Program

The Doctor of Philosophy (PhD) in Marriage and Family Therapy program at NCU is designed to provide a high quality and rigorous education and training experience for students who wish to prepare for professional life as marriage and family therapists. The program is the first (and currently only) primarily distance-based MFT doctoral program to be accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). A high standard of excellence is expected. In support of this, program faculty is selected for their expertise and ability to support students and facilitate exceptional educational attainment. The program is focused on developing the skills and personal and professional growth requisite for effective practice in the field of marriage and family therapy. The doctoral program offers advanced clinical education and training, research coursework and opportunities, and supervision training and experience. Graduates of the doctoral program will be prepared to carry out advanced clinical work and supervision and/or education and research in the field of marriage and family therapy. Additional program description, requirements, policies, and procedures are further described in the MFT Doctoral Programs Handbook.

Note

The DMFT program is not yet approved to be offered in the state of North Carolina.

Learning Outcomes

The goals (referred to as Student Learning Outcomes [SLO]) of the PhD in Marriage and Family Therapy (PHDMFT) program are:

1. Model competence in working with diverse populations in academic, clinical, supervision and research settings. (SLO #1)
2. Appraise clinical skills and ethical behaviors in systemic therapy and supervision. (SLO #2)
3. Create new knowledge in marriage and family therapy through independent research. (SLO #3)
4. Develop professional expertise in an *area of specialization* related to the field of marriage and family therapy. (SLO #4)

Basis for Admissions

Admission to the Doctoral programs in the Department of Marriage and Family Sciences will be determined by the degree used to meet basis of admission and/or clinical experience. In order to enter the **PhDMFT program**, applicants must have earned a master's degree from a nationally or regionally accredited university. The qualifying master's degree must have been completed in a clinical program (e.g., MFT, psychology, social work, counseling). There are two options for entering the doctoral program in MFT:

1. Applicants with a previously completed master's degree in marriage and family therapy from a COAMFTE accredited program meet the educational requirements to enter the 69-credit Ph.D. program. These applicants will still need to complete the additional application steps outlined below (e.g. complete MFT specific applicant packet, one-on-one interview with MFT faculty, complete a national background check).
2. Applicants with a completed master's degree in a clinical discipline (counseling, clinical psychology, or social work) and who are licensed or license eligible (i.e., in the process of pursuing licensure) in a clinical discipline must have their previous transcripts evaluated for potential waiver credit to meet some or all of the standard curriculum requirements (taken from the MAMFT program).

Degree Requirements

The PhD in Marriage and Family Therapy degree requires a minimum of 69 credit hours at the graduate level beyond the master's degree.

NCU may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD degree program in Marriage and Family Therapy program.

The PhD degree program in Marriage and Family Therapy (all specializations) has the following graduation requirements:

- A minimum of 57 credit hours of graduate instruction must be completed through NCU
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Beyond these standard graduation requirements, the Marriage and Family Therapy doctoral program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in weekly online supervision process that is used during the practicum and internship courses, students are required to participate in online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high-speed internet connection.
2. **Client Contact** – Doctoral students will be required to complete 1000 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 500 hours of client contact must be relational (e.g., couple or family). For more information, please read the practicum and internship course descriptions.
3. **Supervision** – In conjunction with client contact, doctoral students must receive a total of 200 hours of supervision conducted by an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location and/or local supervisor they contract with to complete their practicum and internship requirements. The decision and responsibility to pay for local supervision is entirely up to the student and not a requirement of NCU.
4. **Doctoral Internship** – Doctoral students are required to complete a 9-month, 30 hour a week, doctoral internship that aligns with their doctoral specialization. Students will be required to have a local supervisor with whom they can meet face-to-face with a minimum of 4 hours per month (i.e. one hour per week). For more information, please read the practicum and internship course descriptions.
5. **Liability Insurance** – Prior to beginning any clinical experience, PHDMFT students are required to submit proof of professional liability insurance.
6. **Supervision Coursework** – In addition to advanced coursework in marriage and family therapy, students in the doctoral program must complete a course in MFT supervision methodology. The supervision course will be conducted in connection with the requirements established by AAMFT for students to become Approved Supervisors. Not all requirements will be completed for the students to achieve the designation while in the program at NCU. The supervision coursework is pre-approved by the AAMFT to count for the 30-hour supervision course requirement. Students will have to complete the direct supervision and supervision mentoring requirements outside of the program in order to qualify for the Approved Supervisor designation.
7. **Doctoral Comprehensive Evaluation** – Upon completion of all other program requirements and prior to beginning the dissertation process, students are required to complete a doctoral comprehensive evaluation. This evaluation is relevant to the university program only and is in no way related to, preparatory for, or representative of requirements for state licensure or the licensing exam. The evaluation includes four written components and an oral presentation. The written components include: 1) a personal theory of therapy paper,

- 2) a critique of a research article and proposal, 3) a detailed response to an ethical dilemma, and 4) a written case illustration that is consistent with the theory of therapy paper. Once the written components are completed, the student is required to prepare and complete an oral presentation of the theory of therapy and case illustration. This is completed through online video conferencing with at least three MFT faculty members present.
8. **Dissertation** – The capstone of doctoral training is the completion of the dissertation process. All programs at NCU use a facilitated dissertation process, which is purposefully designed to help students follow a step-by-step sequence in the preparation and completion of a doctoral dissertation. For students in the MFT program, the dissertation must be related to marriage and family therapy and be consistent with the student's selected area of specialization. (Note: The dissertation portion of the PHDMFT program can be completed with a minimum of 12 credit hours in Dissertation Courses, but *may require additional credit hours*, depending on the time the student takes to complete the dissertation research.)

Competencies

All PhD students are required to demonstrate competency in the areas listed below.

1. **Competency in Research Writing Skills** - PhD students are required to complete both MFT -7101 and MFT -7102 at NCU. Students are required to show competency in writing skills for research purposes throughout their NCU graduate coursework. Students may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determines communication skills are insufficient for doctoral-level work.
2. **Graduate-Level Research Methods Competency** - PhD students are required to complete MFT -7103, MFT -7106, and MFT -7107 at NCU.
3. **Graduate-Level Statistics Competency** - PhD students are required to complete MFT -7104 and MFT -7108 at NCU.
4. **Computer Competency** - PhD students are required to have the computer skills that are necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). In addition, students need to use computer programs for the statistical analysis of data (e.g., SPSS). The dissertation oral examination requires the student to produce a computer-based presentation (e.g., PowerPoint).

Time to Completion

NCU allows 8 years to complete all doctoral programs that require more than 60 credit hours.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 74 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New

students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 56 months.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Degree Plan

Credit Hours – This program can be completed with a minimum of 69 credit hours, but *may require additional credit hours*, depending on the need for Foundation Curriculum courses and the time required to complete the dissertation research. If granted, additional dissertation courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Foundation Curriculum – Up to 30 credit hours may be required as determined by formal review during the applicant evaluation process. Any required courses from the Foundation Curriculum are completed in addition to the minimum of 69 credits required to complete the MFT doctoral degree plan.

Foundation Curriculum* - All Foundation Curriculum Areas (FCA) below must be met	
<i>Content Area</i>	<i>Number of required Credit hours</i>
FCA 1: Foundations of Relational/Systemic Practice, Theories & Models	6
FCA 2: Clinical Treatment with Individuals, Couples and Families	6
FCA 3: Diverse, Multicultural and/or Underserved Communities	3
FCA 4: Research & Evaluation	3
FCA 5: Professional Identity, Law, Ethics & Social Responsibility	3
FCA 6: Biopsychosocial Health & Development Across the Life Span	3
FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment	3
FCA 8: Contemporary Issues	Some Coverage

FCA 9: Community Interactions & Collaboration	Some Coverage
Clinical Experience	3
Must include face-to-face client contact under the supervision of a licensed mental health professional.	
Total Credit Hours:	30
* Courses must have been completed at a regionally accredited institution and passed with a B or higher, and be approved by NCU MFT faculty	

Course Sequence

The PhD in Marriage and Family Therapy requires the following courses for every specialization:

- MFT-7101 - Foundations for Doctoral Study in MFT
- MFT-7102 - Scholarly Writing in MFT
- MFT-7103 - Research Methods in MFT
- Foundation Curriculum Courses (0-30 credit hours as needed)
- Specialization Course 1 MFT-8101 - Advanced Theories in MFT
- Specialization Course 2 MFT-8102 - Dynamics of Family Interaction
- MFT-7104 - Statistical Design for MFT Research
- Specialization Course 3
- MFT-7105 - Assessment in MFT Research and Intervention
- Specialization Course 4
- MFT-7106 - Quantitative Research Design in MFT
- Specialization Course 5
- MFT-7107 - Qualitative Research Design in MFT
- Specialization Course 6
- MFT-7108 - Advanced Data Analysis Strategies in MFT
- MFT-7109 - Planning Dissertation Research in MFT
- MFT-8951 - MFT Doctoral Practicum I
- MFT-8961 - MFT Doctoral Internship I
- MFT-8962 - MFT Doctoral Internship II
- MFT-8965 - MFT Doctoral Internship and Portfolio
- MFT-8970 - MFT Supervision
- CMP-9700M - MFT Doctoral Comprehensive Examination
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Child and Adolescent Therapy Specialization

The Child and Adolescent Therapy Specialization is designed to prepare students to work in therapy settings with children and adolescents from a family therapy, systems perspective. Students in this specialization are required to

focus their course projects, internship work, and dissertation research on issues related to working with children and adolescents. Eighteen (18) credit hours of coursework are devoted to Child and Adolescent Therapy.

Required Courses - 18 credit hours

- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- MFT-8205 - Child and Adolescent Assessment and Diagnosis
- MFT-8202 - Family Therapy with Adolescents
- MFT-8206 - Early Childhood and Parenting Interventions
- MFT-8207 - Systemic Treatment of Neurodevelopment Disorders in Children and Adolescents

Couple Therapy Specialization

The Couple Therapy Specialization is designed to prepare students to work primarily with couples in therapy settings from a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with couples. Eighteen (18) credit hours of coursework are devoted to Couple Therapy.

Required Courses - 18 credit hours

- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- MFT-8305 - Emotion and Differentiation Focused Couple Therapy
- MFT-8306 - Behavior Informed Couple Therapy Models
- MFT-8303 - Systemic Sex Therapy
- MFT-8307 - The Couple Life Cycle in MFT Practice and Supervision

General Marriage and Family Therapy Specialization

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their personal and professional ambitions. In this specialization, students must complete MFT -8101 and MFT -8102 and then select four courses (12 credit hours) from the Marriage and Family Therapy curriculum at the 8000 level. Courses from the Department of Psychology may be considered to fill this requirement with approval on a case-by-case basis. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to marriage and family therapy.

Required Courses - 18 credit hours

- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- Electives - Four additional electives (theory or treatment-focused) chosen from any of the Department of Marriage and Family Sciences (DMFS) specialization courses (or from Psychology with approval) listed in the Catalog that will help the student develop the desired expertise.

Medical Family Therapy Specialization

The Medical Therapy Specialization is designed to prepare students to work with individuals, couples, and families that are facing chronic or acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping client families to understand and deal with their medical difficulties. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to medical family therapy. Eighteen (18) credit hours of coursework are devoted to Medical Family Therapy.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- MFT-8401 - Medical Family Therapy
- MFT-8405 - Medical Family Therapy Applications
- MFT-8406 - Families, Health, and Illness
- MFT-8407 - Loss and Bereavement

Therapy with Military Families Specialization

The Therapy with Military Families Specialization is designed to prepare students to work primarily with individuals, couples, and families that are affiliated with the military through using a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with military personnel and their families. Eighteen (18) credit hours of coursework are devoted to Therapy with Military Families.

Required Courses – 18 credit hours

- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- MFT-8503 - Military and Veteran Cultures Across the Lifespan
- MFT-8504 - Trauma and Resilience in Military and Veteran Couples and Families
- MFT-8505 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations
- MFT-8506 - Behavioral Health Care with Military and Veteran Populations

Department of Psychology

Mission Statement

The mission of the Department of Psychology is to deliver educational opportunities allowing students throughout the world to acquire the knowledge, skills, practical application and values integral to the field of psychology.

Vision Statement

The vision of the Department of Psychology is to unite a global community of faculty and students to improve the human condition through research and practice.

Goals

The Department of Psychology provides educational experiences in the field of Psychology that allow students to build and appropriately apply skills related to a relevant knowledge base, research, critical thinking, communication, competencies, and values underlying the field of psychology.

Licensure

The programs under the Department of Psychology were not designed for licensure. Students seeking licensure should refer to their state requirements.

Bachelor of Arts in Psychology, BA

Description of Program

The Bachelor of Arts in Psychology program is an undergraduate degree-completion program designed for students interested in obtaining a degree in psychology. The program offers a foundation in psychology that allows for the application of psychology to bachelor's level careers in industry, helping professions, government, and nonprofit agencies. The program also provides knowledge and skills that are a basis for further education in psychology and related fields.

The program requires the successful completion of at least 30 credits at NCU for a total of 120 credit hours. Students enter the program with at least 60 transfer credits that include the completion of all general education requirements (see Basis of Admissions for more details).

Learning Outcomes

The Learning Outcomes for the Bachelor of Arts in Psychology degree program are as follows:

- Students will be able to describe theories and principles in psychology to inform professional contexts
- Students will be able to describe research methods and data analysis in psychology
- Students will be able to associate psychological principles and research in personal, social, and organizational issues
- Students will be able to distinguish ethical principles in psychology in academic and professional issues
- Students will be able to discuss diversity issues in professional contexts
- Students will be able to articulate clear and effective communication for fellow professionals and the public

Basis for Admissions

Admission to the Bachelor of Arts in Psychology program requires a conferred Associate of Arts (AA) or Associate of Science (AS) with a minimum of 60 transferrable credit hours which include 36 hours of general education, and/or conferred bachelor's level degree from a regionally or nationally accredited academic institution with a cumulative 2.0 grade point average (GPA) on a 4.0 scale.

–OR–

An official high school transcript, or the equivalent of a high school diploma* **AND** an official academic transcript from a regionally or nationally accredited institution, which indicates the applicant has successfully completed at least 60 semester transfer credits as defined in the Transfer of Credit policy, with a cumulative 2.0 grade point average on a 4.0 scale, and has met all general education requirements needed for a NCU bachelor's degree before entering NCU.–

Note: *Acceptable equivalents of a high school diploma include a) official proof of a General Education Development Certificate (GED) or b) an official State certificate received by a student after the student has passed a State-authorized examination that the State recognizes as the equivalent of a high school diploma. Homeschooled students must abide by the state statutes or regulations governing homeschools and, if applicable, must provide documentation of the applicant's participation in the homeschooling process.

Degree Requirements

This degree requires a total of 120 semester credit hours, with a minimum of 60 credits in transfer from an accredited institution. In addition:

- A minimum of 30 credit hours must be in required Psychology courses.
- A Grade Point Average of 2.0 (letter grade of "C"), or higher is required to remain in academic good standing and to be eligible for graduation.
- Official transcripts are required to be on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.
- Official documents must be on file demonstrating all requirements of basis for admissions have been met

The University will accept a maximum of 90 lower and upper division semester credit hours in transfer toward the bachelor's degree for coursework completed at an accredited college or university with a grade of "C" or better.

If a student does not have Introduction to Psychology course in transfer from an accredited institution, then the student must complete PSY-2000, Introduction to Psychology, after completing LS-3010, Foundations for Undergraduate Study. PSY2000 does not count toward the 30 required credits, but can be used as an elective course. PSY-4500, Capstone in Psychology, must be the student's last course on their degree plan.

Time to Completion

Normal time to completion for this program is 52 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying the minimum required transfer credits, can expect to finish in as little as 21 months.

Required Courses - 30 semester credit hours

(10 courses)

- LS-3010 - Foundations for Undergraduate Study
- PSY-3002 - Abnormal Psychology
- PSY-3009 - Multicultural Psychology
- PSY-3012 - Evolutionary Psychology
- PSY-3011 - Introduction to Statistics in Psychology
- PSY-3003 - Human Development
- PSY-3006 - Social Psychology
- PSY-3007 - Ethical and Professional Issues
- PSY-3004 - Basic Research Methods in Psychology
- PSY-4500 - Capstone in Psychology

Electives

Available to students to complete 120 credit hour requirement.

Students may select any undergraduate NCU course to fulfill this requirement. Your Academic Advisor can assist you in choosing courses applicable to your career goals.

- PSY-4200 - Overview of Substance Abuse and Addiction
- PSY-4201 - Forensic Psychology
- PSY-4202 - Community Psychology: Prevention and Change
- PSY-4203 - Industrial/Organizational Psychology
- PSY-4204 - Adult Aging
- PSY-4205 - Principles of Mental Health
- PSY-4206 - Critical Thinking and Personal Development
- PSY-4207 - Psychology of Learning
- PSY-4208 - Human Sexual Behavior
- PSY-4209 - Psychology and Health
- PSY-4210 - Research Project

Psychology, BA to Marriage and Family Therapy, MA FastForward Track

Description of Program

The Bachelor of Arts in Psychology program is an undergraduate degree-completion program designed for students interested in obtaining a degree in psychology. The program offers a foundation in psychology that allows for the application of psychology to bachelor's level careers in industry, helping professions, government, and nonprofit agencies. The program also provides knowledge and skills that are a basis for further education in psychology and related fields.

The program requires the successful completion of at least 30 credits at NCU for a total of 120 credit hours. Students enter the program with at least 60 transfer credits that include the completion of all general education requirements (see Basis of Admissions for more details).

Learning Outcomes

The Learning Outcomes for the Bachelor of Arts in Psychology degree program are as follows:

- Students will be able to describe theories and principles in psychology to inform professional contexts
- Students will be able to describe research methods and data analysis in psychology
- Students will be able to associate psychological principles and research in personal, social, and organizational issues
- Students will be able to distinguish ethical principles in psychology in academic and professional issues
- Students will be able to discuss diversity issues in professional contexts
- Students will be able to articulate clear and effective communication for fellow professionals and the public

Basis for Admissions

Admission to the Bachelor of Arts in Psychology program requires a conferred Associate of Arts (AA) or Associate of Science (AS) with a minimum of 60 transferrable credit hours which include 36 hours of general education, and/or conferred bachelor's level degree from a regionally or nationally accredited academic institution with a cumulative 2.0 grade point average (GPA) on a 4.0 scale.

–OR–

An official high school transcript, or the equivalent of a high school diploma* AND an official academic transcript from a regionally or nationally accredited institution, which indicates the applicant has successfully completed at least 60 semester transfer credits as defined in the Transfer of Credit policy, with a cumulative 2.0 grade point average on a 4.0 scale, and has met all general education requirements needed for a NCU bachelor's degree before entering NCU.

Note: *Acceptable equivalents of a high school diploma include a) official proof of a General Education Development Certificate (GED) or b) an official State certificate received by a student after the student has passed a State-authorized examination that the State recognizes as the equivalent of a high school diploma. Homeschooled students must abide by the state statutes or regulations governing homeschools and, if applicable, must provide documentation of the applicant's participation in the homeschooling process.

Degree Requirements

This degree requires a total of 120 semester credit hours, with a minimum of 60 credits in transfer from an accredited institution. In addition:

- A minimum of 30 credit hours must be in required Psychology courses
- A Grade Point Average of 2.0 (letter grade of "C"), or higher is required to remain in academic good standing and to be eligible for graduation
- Official transcripts are required to be on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full
- Official documents must be on file demonstrating all requirements of basis for admissions have been met

The University will accept a maximum of 90 lower and upper division semester credit hours in transfer toward the bachelor's degree for coursework completed at an accredited college or university with a grade of "C" or better.

If a student does not have Introduction to Psychology course in transfer from an accredited institution, then the student must complete PSY-2000 - Introduction to Psychology, after completing LS-3010 - Foundations for Undergraduate Study. PSY2000 does not count toward the 30 required credits, but can be used as an elective course. PSY-4500 - Capstone in Psychology, must be the student's last course on their degree plan.

Time to Completion

Normal time to completion for this program is 52 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying the minimum required transfer credits, can expect to finish in as little as 21 months.

FastForward Track

The BAPSY program provides an opportunity to substitute specific courses in the required course sequence with master's level courses. Opting to complete the master's level course substitutions provides a Fast Forward Track to the

Master of Arts in Psychology or the Master of Arts in Marriage and Family Therapy if students decide to pursue a graduate degree.

Enrollment in the BAPSY program and completion of the FastForward Track course substitutions does not guarantee admission into a graduate program. Students must meet all required Basis for Admissions (BFA) requirements as outlined in the university catalog for specific masters programs.

Master's level coursework completed in the BAPSY program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Master's degree program, and be within 5 years from the time they complete the course to transfer it into the master's degree.

BAPSY to Master of Arts in Marriage and Family Therapy (MAMFT) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MAMFT FastForward Track course substitutions. In total, students complete 9 credits of the MAMFT core sequence (MFT-6101, MFT-6103, and MFT-6106) to satisfy specified courses from the required category in the BAPSY.

Course sequence

- LS-3010 - Foundations for Undergraduate Study
- PSY-3002 - Abnormal Psychology
- MFT-6103 - Cultural Diversity, Gender, and Family Development
- MFT-6106 - Families in Crisis
- PSY-3011 - Introduction to Statistics in Psychology
- MFT-6101 - Human Development and Family Dynamics Across the Lifespan
- PSY-3006 - Social Psychology
- PSY-3007 - Ethical and Professional Issues
- PSY-3004 - Basic Research Methods in Psychology
- PSY-4500 - Capstone in Psychology

Electives

Available to students to complete 120 credit hour requirement.

Students may select any undergraduate NCU course to fulfill this requirement. Your Academic Advisor can assist you in choosing courses applicable to your career goals.

- PSY-4200 - Overview of Substance Abuse and Addiction
- PSY-4201 - Forensic Psychology
- PSY-4202 - Community Psychology: Prevention and Change
- PSY-4203 - Industrial/Organizational Psychology
- PSY-4204 - Adult Aging
- PSY-4205 - Principles of Mental Health
- PSY-4206 - Critical Thinking and Personal Development
- PSY-4207 - Psychology of Learning
- PSY-4208 - Human Sexual Behavior
- PSY-4209 - Psychology and Health
- PSY-4210 - Research Project

BAPSY to Master of Arts in Psychology (MAPSY) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MAPSY FastForward Track course substitutions. In total, students complete 12 credits of the MAPSY core sequence to satisfy specified courses from the required category in the BAPSY.

Recommended Courses

- LS-3010 - Foundations for Undergraduate Study
- PSY-3002 - Abnormal Psychology
- PSY-3009 - Multicultural Psychology
- PSY-3012 - Evolutionary Psychology
- PSY-3011 - Introduction to Statistics in Psychology
- PSY-5104 - Theories of Human Development and Functioning
- PSY-5109 - Theories of Personality
- PSY-5103 - Professional Ethics, Law, and Psychology
- PSY-5107 - Research Design
- PSY-4500 - Capstone in Psychology

Electives

Available to students to complete 120 credit hour requirement.

Students may select any undergraduate NCU course to fulfill this requirement. Your Academic Advisor can assist you in choosing courses applicable to your career goals.

- PSY-4200 - Overview of Substance Abuse and Addiction
- PSY-4201 - Forensic Psychology
- PSY-4202 - Community Psychology: Prevention and Change
- PSY-4203 - Industrial/Organizational Psychology
- PSY-4204 - Adult Aging
- PSY-4205 - Principles of Mental Health
- PSY-4206 - Critical Thinking and Personal Development
- PSY-4207 - Psychology of Learning
- PSY-4208 - Human Sexual Behavior
- PSY-4209 - Psychology and Health
- PSY-4210 - Research Project

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four NCU courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program. With the exception of the General Psychology specialization, each Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis for Admissions

Admission to a Post-Bachelor's Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied toward the specialization sequence within a master's program
- Applying Post-Baccalaureate Certificate coursework toward a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied toward a Post-Baccalaureate Certificate program.

Time to Completion

Normal time to completion for this program is 16 months.

Time to completion varies depending upon the pace in which a student completes courses. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program can expect to finish in as little as 6 months.

NCU allows 2 years to complete all Post-Baccalaureate Certificates.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a master's program in a school other than the school from which the student obtained the Post-Baccalaureate Certificate, the university does not guarantee that any of the courses will be transferable to a program of another NCU School.

EXAMPLE: Student obtains a Post-Baccalaureate Certificate through the Department of Psychology, but wants to obtain a master's degree through the School of Education. In these cases, the Dean (from the School or Department in which the student wants to obtain the master's degree) will review the Post-Baccalaureate Certificate courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the master's degree.

Prerequisite: A bachelor's degree in any field from an accredited institution will satisfy admissions requirements.

Gender Diversity

The Post-Baccalaureate Certificate in Gender Diversity allows individuals to gain a greater understanding of human sexuality, gender, and sexual orientation from a psychological perspective. Coursework examines the social, cultural, and biological foundations of these very important elements of identity. Completion of this certificate prepares individuals for advanced studies in psychology as well as career options in a variety of areas including human rights and equal opportunity, social and policy planning, human resource management, teaching and education, media and

communications, public relations and journalism, political work, human rights and equal opportunity, community service, and community development.

Required Courses

- PSY-6201 - Psychology of Sex and Sexuality
- PSY-6202 - Psychology of Gender
- PSY-6203 - Introduction to Gender Variance
- PSY-6206 - LGBTQ Affirmative Psychology

General Psychology

The Post-Baccalaureate Certificate in General Psychology is designed for individuals who would like to learn more about human behavior. Students select courses from a broad range of electives at the 5000 or 6000 level (with the exception of PSY -5101) to fit their personal and professional goals. Students may use their coursework in preparation for graduate studies or to pursue a variety of career options including research, human resources, probation and parole, business and public service.

Required Courses

- PSY-5109 - Theories of Personality
- PSY-6102 - Multicultural Psychology
- PSY-6103 - Human Communication: Interviewing Skills
- PSY-6104 - Positive Psychology

Note

Courses listed are examples and upon acceptance, the initial certificate plan will include these courses. Students are encouraged to choose their courses based on personal and professional goals and to work with their Academic Advisor to revise their certificate plan. Additionally, courses from the Department of Psychology Master of Science Programs cannot be used for specialization courses.

Health Psychology

The Post-Baccalaureate Certificate in Health Psychology provides an understanding of the total matrix of factors influencing psychological and physical health and illness. Completion of coursework prepares individuals for graduate studies, consulting, public policy, and community health outreach, among other opportunities.

Required Courses

- PSY-6301 - Health Psychology
- PSY-5303 - Behavioral Nutrition
- PSY-5302 - Stress and Coping
- PSY-6304 - Coaching for Health and Wellness

Industrial/Organizational Psychology

The Post-Baccalaureate Certificate in Industrial/Organizational Psychology provides an understanding of people in the world of work, including the application of theory and research to organizational and human resource management issues. Coursework prepares individuals for myriad career opportunities, including human resources, employee training, marketing and sales, and organizational development, as well as graduate studies.

Required Courses

- PSY-6401 - Industrial/Organizational Psychology

- PSY-5111 - Applied Statistics in I/O PSY
- PSY-5404 - Tests and Measurements in Industrial/Organizational Psychology
- PSY-6414 - Small Group Theory and Team Processes

Master of Arts in Psychology, MA

Description of Program

The Master of Arts (MA) program enables students to pursue advanced study in psychology that can lead to careers in the helping professions, industry, government, and nonprofit organizations. The program also provides students with the foundational knowledge and skills necessary for doctoral-level study.

Learning Outcomes

- Analyze theories and principles in psychology to inform professional contexts
- Examine research methods and data analysis in psychology
- Apply psychological principles and research in personal, social, and organizational issues
- Relate ethical principles of psychology in academic and professional issues
- Examine diversity issues in professional contexts
- Model clear and effective communication for fellow professionals and the public

Basis for Admissions

Admission to the Master of Arts program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution.

Degree Requirements

The Master of Arts degree requires a total of 30 credit hours at the graduate level. The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Arts in Psychology for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

All master's degree programs have the following graduation requirements:

- A minimum of 24 credit hours of graduate instruction must be completed through NCU
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Time to Completion

NCU allows five years to complete master's programs requiring 30 credit hours or less.

Students who are unable to complete a degree program within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their

respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 44 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Course Sequence

Students who complete at least 15 semester credit hours in a single area of specialization at NCU (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

All MAPSY programs require the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

In some cases, specialization courses listed on the initial degree plan can be changed at the student's request. Please contact your Academic and Finance Advisor for more information.

- PSY-5101 - Foundations for Graduate Study in Psychology
- PSY-5103 - Professional Ethics, Law, and Psychology
- PSY-5104 - Theories of Human Development and Functioning
- PSY-5107 - Research Design
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Capstone Course

Gender Diversity Studies Specialization

The purpose of the Gender Diversity Studies specialization is to provide an in-depth understanding of the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation.

Specialization Courses - 18 credit hours

- PSY-5109 - Theories of Personality
- PSY-6201 - Psychology of Sex and Sexuality
- PSY-6202 - Psychology of Gender
- PSY-6203 - Introduction to Gender Variance
- PSY-6206 - LGBTQ Affirmative Psychology
- PSY-6205 - Capstone Course: Gender Diversity Studies

General Psychology Specialization

The General Psychology specialization allows students to select courses from a broad range of specialization courses to fit their personal and professional goals.

Students must complete a minimum of 18 credit hours for the specialization in General Psychology (9 credit hours are from elective courses and 9 credits hours are from required courses). Students may take psychology courses at the 5000, 6000, level including up to two courses from other fields (MFT, Business, Technology and/or Education) to fulfill their specialization requirements. Courses from other disciplines may be considered to fill this requirement, with Dean approval.

Specialization Courses - 18 credit hours

Required Courses

- PSY-5109 - Theories of Personality
 - PSY-5108 - Cognitive and Affective Basis of Behavior
- Select 3 courses from the following recommended* course list:
- PSY-6102 - Multicultural Psychology
 - PSY-6103 - Human Communication: Interviewing Skills
 - PSY-6110 - Clinical Survey of Substance Abuse and Dependence
 - PSY-6114 - Psychological Tests and Measurements
 - PSY-6121 - Theories of Psychotherapy and Counseling

Note

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan. Additionally, courses from the Department of Psychology Master of Science Programs cannot be used for specialization courses.

Master of Science in Child and Adolescent Developmental Psychology, MS

Description of Program

This 30 credit Master of Science (MS) program in Child and Adolescent Developmental Psychology enables students to pursue advanced study in child and adolescent developmental psychology that can lead to careers in the helping professions, industry, government, and for profit and nonprofit organizations for which clinical training is not necessary. The child and adolescent developmental psychology master's degree program also provides students with the foundational knowledge and skills necessary for doctoral-level study.

This educational program offers students, at the culmination of the degree, the choice between a Capstone project or a non-clinical internship. During the internship, students complete approximately 100 hours of working in the field. The internship allows students to demonstrate a wide range of professional competencies and communication skills that reflect the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired throughout the program.

Learning Outcomes

- Synthesize theories and principles applicable to the field of child and adolescent developmental psychology through written communication

- Appraise research methods and data analysis applicable in the framework of child and adolescent developmental psychology
- Investigate empirically supported interventions for research, administration or practice of child and adolescent developmental psychology
- Employ ethical principles of psychology in academic and professional matters of child and adolescent developmental psychology
- Examine diversity issues in the context of child and adolescent developmental psychology

Basis for Admission

Admission to a master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science degree in Child and Adolescent Developmental Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 6 semester credits in transfer toward the Master's degree for graduate course work completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit policy for additional information.

- PSY-5703 must be completed at NCU

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All NCU master's degree programs have the following graduation requirements:

- A minimum of 24 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from a regionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Time to Completion

NCU allows five years to complete master's programs requiring 36 credit hours or less.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our Academic and Finance Advisors will work with you to develop a program schedule that works best for your needs. The normal time disclosed above reflects the experience of students who may have entered under different program requirements.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 20 months.

Course Sequence

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5701 - Foundations of Child and Adolescent Developmental Psychology
- PSY-5702 - Pre-Natal and Early Childhood Development
- PSY-5703 - Child and Adolescent Development
- PSY-6704 - Child and Adolescent Gender Development
- PSY-5107 - Research Design
- PSY-6705 - Child and Adolescent Psychopathology
- PSY-5706 - Ethics in Development Psychology
- PSY-5110 - Applied Statistics
- PSY-6708 - ADHD and Autistic Spectrum

- PSY-6709 - Capstone in Child and Adolescent Developmental Psychology
-Or-
- PSY-6710 - Internship in Child and Adolescent Developmental Psychology

Note

At this time, internships are not permitted in North Carolina for the Master of Science in Psychology degrees.

Master of Science in Educational Psychology, MS

Description of Program

The Master of Science in Educational Psychology is a 30-credit educational plan offering students a focused academic experience/education in the field of Educational Psychology. Student start the program with a Foundations course that provides introductory knowledge to the field of Educational Psychology. Students will take six courses in the area of Educational Psychology, a research and an applied statistics course. At the culmination of the Master of Science in Educational Psychology educational plan, students have the option to choose course and capstone or an internship course. In the capstone course, students will complete a capstone project, while during the internship, students complete approximately 100 hours of working in the field.

Learning Outcomes

- Employ ethical principles of psychology in academic and professional matters of educational psychology
- Examine research methods and data analysis applicable in the framework of educational psychology
- Investigate empirically supported interventions for research, administration or practice of educational psychology
- Examine diversity issues in the context of educational psychology
- Synthesize theories and principles applicable to the field of educational psychology

Basis for Admissions

Admission to an NCU master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

Additional State requirements may need to be met for Basis of Admissions into a program:

Basis for Admission - Washington State Students

Washington State has asked that we provide you the following information before you enroll in the program:

- Northcentral University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
 - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
 - The Council may be contacted for a list of currently authorized programs
 - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs
 - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
 - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
 - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution.
 - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
 - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science (MS) program provides support to students in securing quality internship placements that include, but are not limited to Internship Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner
 - The MS program cannot require potential placement site to hire students thus it is the responsibility of the student to present their self in a professional manner and secure a placements site and supervisor
 - We encourage student to contact the Internship Coordinator for any additional individualized support they may need in this process

Degree Requirements

The Master of Science degree in Educational Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Science in Educational Psychology for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit policy for additional information.

All NCU master's degree programs have the following graduation requirements:

- A minimum of 24 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from a regionally accredited academic institution

- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Time to Completion

NCU allows five years to complete master's programs requiring 36 credit hours or less.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 20 months.

Course Sequence

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-6801 - Foundations of Educational Psychology
- PSY-5703 - Child and Adolescent Development
- PSY-6802 - Educational Psychology for Diverse Populations
- PSY-6114 - Psychological Tests and Measurements
- PSY-5103 - Professional Ethics, Law, and Psychology
- PSY-5107 - Research Design
- PSY-6115 - Psychology of Learning
- PSY-5110 - Applied Statistics
- PSY-6803 - Gifted and Talented Education for Diverse Populations
- PSY-6810 - Capstone for Educational Psychology -or-
- PSY-6811 - Internship for Educational Psychology

Master of Science in Forensic Psychology, MS

Description of Program

The Master of Science (MS) in Forensic Psychology provides students with the knowledge and understanding of human behavior and how it is exhibited in legal setting and environments. The coursework in this degree program examines the use and application of psychology principles in correctional settings, characteristics of victimization and offenders, antecedents of aggression, and offender treatment strategies. This master's level degree is not designed to lead towards licensure or certification. Employment options available with this training include, but are not limited to, correctional facilities, child welfare and advocacy organizations, community-based clinics and organizations, and mental health institutions. Students in this program are able to choose a non-clinical internship course/project or a research driven capstone course/project. This provides students with the option to choose between a path in which they can explore practical applications in an internship setting or engage in a research driven capstone project.

The Master of Science (MS), compared to the Master of Arts (MA), provides students with the understanding of statistical analysis and research methods. Generally, the MS degree has a strong research and quantitative analysis emphasis than an MA degree. The MS provides students with the knowledge that can lead to a path to a doctoral-level degree.

Learning Outcomes

- Analyze theories and principles in psychology within the forensic settings
- Explain usage of diagnostic and assessment tools within forensic settings
- Examine diversity issues within forensic settings
- Evaluate ethical behavior within forensic settings
- Synthesize research within forensic settings

Basis for Admissions

Admission to the Master of Science program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution.

Additional State requirements may need to be met for Basis of Admissions into a program:

Basis for Admission - Washington State Students

Washington State has asked that we provide you the following information before you enroll in the program:

- Northcentral University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
 - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
 - The Council may be contacted for a list of currently authorized programs
 - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs
 - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
 - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
 - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution.
 - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
 - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science (MS) program provides support to students in securing quality internship placements that include, but are not limited to Internship Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner
 - The MS program cannot require potential placement site to hire students thus it is the responsibility of the student to present their self in a professional manner and secure a placements site and supervisor
 - We encourage student to contact the Internship Coordinator for any additional individualized support they may need in this process

Degree Requirements

The Master of Science degree in Forensic Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Science in Forensic Psychology for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit policy for additional information.

- PSY-6503 must be completed at NCU

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All NCU master's degree programs have the following graduation requirements:

- A minimum of 24 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from a regionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Time to Completion

NCU allows five years to complete master's programs requiring 36 credit hours or less.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 20 months.

Course Sequence

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5501 - Principles of Forensic Psychology
- PSY-5502 - Psychology of Law and Justice
- PSY-6503 - Forensic Psychology in Correctional Settings
- PSY-5107 - Research Design
- PSY-5504 - Social Psychology and Aggression
- PSY-5505 - Diversity and Forensic Psychology
- PSY-5110 - Applied Statistics
- PSY-6506 - Psychological Evaluation and Treatment of Offenders
- PSY-6507 - Criminal Profiling

- PSY-6510 - Capstone in Forensic Psychology
-Or-
- PSY-6511 - Internship in Forensic Psychology

Note

At this time, internships are not permitted in North Carolina for the Master of Science in Psychology degrees.

Master of Science in Health Psychology, MS

Description of Program

This 30 credit Master of Science (MS) in Health Psychology program enables students to pursue advanced study in health psychology that can lead to careers in the helping professions, industry, government, and nonprofit organizations for which clinical training is not necessary. The health psychology master's degree program also provides students with the foundational knowledge and skills necessary for doctoral-level study.

This educational program offers students, at the culmination of the degree, the choice between a Capstone project and a non-clinical internship. During the internship, students complete approximately 100 hours of working in the field. The internship allows students to demonstrate a wide range of professional competencies and communication skills that reflect the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired throughout the program.

Learning Outcomes

- Synthesize theories and principles applicable to the field of health psychology through written communication
- Appraise research methods and data analysis applicable in the framework of health psychology
- Investigate empirically supported interventions for research, administration or practice of health psychology
- Employ ethical principles of psychology in academic and professional matters of health psychology
- Examine diversity issues in the context of health psychology

Basis for Admission

Admission to an NCU master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

Additional State requirements may need to be met for Basis of Admissions into a program:

Basis for Admission - Washington State Students

Washington State has asked that we provide you the following information before you enroll in the program:

- Northcentral University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
 - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
 - The Council may be contacted for a list of currently authorized programs
 - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs

- Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
 - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
 - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution.
 - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
 - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science (MS) program provides support to students in securing quality internship placements that include, but are not limited to Internship Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner
 - The MS program cannot require potential placement site to hire students thus it is the responsibility of the student to present their self in a professional manner and secure a placements site and supervisor
 - We encourage student to contact the Internship Coordinator for any additional individualized support they may need in this process

Degree Requirements

The Master of Science degree in Health Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 6 semester credits in transfer toward the Master's degree for graduate course work completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit policy for additional information.

- PSY-5303 must be completed at NCU

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All NCU master's degree programs have the following graduation requirements:

- A minimum of 24 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from a regionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Time to Completion

NCU allows five years to complete master's programs requiring 36 credit hours or less.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 20 months.

Course Sequence

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5301 - Foundations in Health Psychology
- PSY-5302 - Stress and Coping
- PSY-5303 - Behavioral Nutrition
- Elective I
- PSY-5107 - Research Design
- PSY-5304 - Collaborative Care and Mental Health Policy
- Elective II
- PSY-5110 - Applied Statistics
- Elective III
- PSY-6305 - Capstone in Health Psychology
- or -
- PSY-6311 - Internship in Health Psychology

List of Electives

- PSY-6104 - Positive Psychology
- PSY-6110 - Clinical Survey of Substance Abuse and Dependence
- PSY-6120 - Temperament and Emotions
- PSY-6107 - Adult Psychopathology
- PSY-6111 - Death and Dying
- PSY-6117 - Psychology of Trauma
- PSY-6304 - Coaching for Health and Wellness

Note

At this time, internships are not permitted in North Carolina for the Master of Science in Psychology degrees.

Master of Science in Industrial and Organizational Psychology, MS

Description of Program

This 30 credit Master of Science (MS) in Industrial and Organizational Psychology (I/O) program allows students to pursue advanced studies in I/O psychology that can lead to careers in helping professions, industry, government, and

nonprofit organizations for which clinical training is not necessary. The I/O psychology master's degree program also provides students with the foundational knowledge and necessary skills for doctoral-level studies.

This educational program offers students, at the culmination of the degree, the choice between a Capstone project and a non-clinical internship. During the internship, students complete approximately 100 hours of working in the field. The internship allows students to demonstrate a wide range of professional competencies and communication skills that reflect the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired throughout the program.

Learning Outcomes

- Synthesize theories and principles applicable to the field of industrial and organizational (I/O) psychology through written communication
- Appraise research methods and data analysis applicable in the framework of I/O psychology
- Investigate empirically supported interventions for research, administration, or practice of I/O psychology
- Employ ethical principles of psychology in academic and professional matters of I/O psychology
- Examine diversity issues in the context of I/O psychology

Basis for Admission

Admission to an NCU Master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science degree in Industrial/ Organizational Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 6 semester credits in transfer toward the Master's degree for graduate course work completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit policy for additional information.

- PSY-5403 must be completed at NCU

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All NCU master's degree programs have the following graduation requirements:

- A minimum of 24 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from a regionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Time to Completion

NCU allows five years to complete master's programs requiring 36 credit hours or less.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 20 months.

Course Sequence

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5401 - Foundations in I/O Psychology
- PSY-5402 - Organizational Development
- PSY-5403 - Personnel Selection and Recruitments
- PSY-5107 - Research Design
- Elective I
- PSY-5111 - Applied Statistics in I/O PSY
- Elective II
- PSY-5404 - Tests and Measurements in I/O
- Elective III
- PSY-6429 - Capstone in I/O Psychology
- or -
- PSY-6411 - Internship in I/O Psychology

List of Electives

- PSY-6421 - Psychology of Leadership
- PSY-6422 - Work Motivation and Employee Engagement
- PSY-6423 - Training and Evaluation
- PSY-6425 - Survey Methods and Organizational Behavior
- PSY-6414 - Small Group Theory and Team Processes

Note

At this time, internships are not permitted in North Carolina for the Master of Science in Psychology degrees.

Post-Master's Certificate

Description of Program

Each Post-Master's Certificate program comprises 6 courses (18 credit hours). With the exception of the General Psychology certificate, students must complete the program as listed below and may not substitute alternative courses. Students must complete all six NCU courses with a cumulative GPA of 3.0 or better in order to receive a certificate. Courses for the General Psychology specialization should be selected from PSY7000-level or PSY8000-level courses only (excluding PSY -7101 and PSY -7102) .

Basis for Admissions

Admission to the Post-Master's Certificate program requires a conferred master's level or higher degree from a regionally or nationally accredited academic institution.

Scope

6 NCU Courses (18 Credit hours) must be completed to earn a Post-Master's Certificate specialization. Courses taken as part of a NCU master's program cannot be applied toward a Post-Master's Certificate program.

Post-Master's Certificate Transfer into a Doctoral Program

Post-Master's Certificate program courses may be used to satisfy doctoral degree requirements if the Post-Master's Certificate course is required by the doctoral program in which the student is enrolled.

Coursework completed as part of an earned doctoral degree cannot be applied toward a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework, if the student officially applies for a Post-Master's Certificate prior to completing the fourth course in a Post-Master's Certificate series.

Time to Completion

Normal time to completion for this program is 19 months.

Time to completion varies depending upon the pace in which a student completes courses. As most NCU students are working adults balancing educational, professional, and personal commitments, our Academic and Finance Advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, can expect to finish in as little as 13 months.

NCU allows two years to complete a Post-Master's Certificate.

Students who are unable to complete a Post-Master's Certificate within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

NOTE: NCU does not guarantee that Post-Master's Certificate courses taken in one NCU School will transfer to another NCU School. The Dean of the School or Department to which the student wishes to transfer will review the Post-Master's Certificate courses and make a final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

Addictions and Rehabilitation

The Post-Master's Certificate in Addictions and Rehabilitation is designed for individuals interested in gaining knowledge of case management, clinical supervision, clinical supervision leadership strategies, rehabilitation needs of special populations, and evidence-based practices in addiction rehabilitation. Courses will cover core functions in

addiction counseling, thus providing students with information to help them prepare for eventual and advanced careers in addiction rehabilitation.

Required Courses – 18 credit hours

- PSY-8600 - Integrated Theories of Addiction and Rehabilitation
- PSY-8601 - Case Management Approaches and Methods
- PSY-8602 - Clinical Supervision
- PSY-8603 - Advanced Clinical Supervision: Leadership
- PSY-8604 - Addiction Treatment and Special Populations
- PSY-8605 - Evidence-Based Practice in Addictions and Rehabilitation

Addictions

The Post-Master's Certificate in Addictions is intended for mental health practitioners who would like to develop knowledge and expertise in the area of substance abuse, addictions, and addictive behaviors. Dynamics of substance abuse and dependence including drugs, alcohol, and marijuana, with an emphasis on assessment and treatment planning will be explored. Coursework also examines research related to addictions and compulsive behaviors, as well as co-occurring disorders.

Required Courses – 18 credit hours

- PSY-8111 - Clinical Survey of Substance Abuse and Dependence
- PSY-8112 - Addiction Assessment and Treatment Planning
- PSY-8113 - Addiction and Related Disorders
- PSY-8114 - Co-Occurring Disorders
- PSY-8115 - Family Systems Approaches to Addiction
- PSY-8116 - Group Therapy

Gender Diversity

The Post-Master's Certificate in Gender Diversity is intended for practicing mental health practitioners and educators who are interested in examining in more depth the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation. Issues, challenges, and changes in current understanding of mental health, gender, and healthy sexuality are addressed.

Required Courses – 18 credit hours

- PSY-8200 - Sexual Issues
- PSY-8201 - Dynamics of Family Interaction
- PSY-8203 - Psychology of Gender
- PSY-8204 - Psychological Aspects of Gender Variance
- PSY-8205 - Psychology and the Gay, Lesbian and Bisexual Population
- PSY-8206 - Sex, Sexuality, and Power Dynamics

General Psychology

The Post-Master's Certificate in General Psychology allows students to select courses from a broad range of electives to fit their personal and professional goals. Completion of this certificate will assist individuals in pursuing a variety of career opportunities in research and education in both the public and the private sector in setting such as schools, hospitals, clinics, research centers, business, and health care teams. Courses for the General Psychology specialization should be selected from PSY-7000-level or PSY-8000-level courses only (excluding PSY-7101 and PSY-7102).

Recommended Certificate Courses - 18 credit hours

- PSY-8100 - Theories of Personality
- PSY-8101 - Multicultural Psychology
- PSY-8103 - Cognition, Emotion, and Motivation
- PSY-8139 - Positive Psychology
- PSY-8140 - Community Psychology
- PSY-8141 - Human Communication- Interviewing Skills

Note

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to choose their General Psychology certificate courses based on personal and professional goals and to work with their Academic and Finance Advisor to revise their degree plan.

Gerontology

The Post-Master's Certificate in Gerontology is designed to assist in training individuals interested in working with older adults and their families. As the world's population continues to age, the demand will continue for individuals trained in gerontology. Coursework in this certificate prepares individuals for career opportunities in health facilities, mental health clinics, numerous government agencies, and community organizations.

Required Courses – 18 credit hours

- PSY-8121 - Psychology of Aging
- PSY-8330 - Mental Health and Aging
- PSY-8331 - Aging, Families, and Elder Care
- PSY-8332 - Multicultural Perspectives of Aging
- PSY-8333 - Psychological Practice in Gerontology
- PSY-8334 - Death and Dying

Health Psychology

The Post-Master's Certificate in Health Psychology explores the interaction between the body and the mind, and the factors that influence physical and psychological health, such as stress and nutrition. Coursework prepares individuals for serving as a health consultant to hospitals or agencies, helping individuals develop healthy lifestyles, or providing the psychological perspective to a team of health care providers.

Required Courses – 18 credit hours

- PSY-8306 - Health Psychology
- PSY-8111 - Clinical Survey of Substance Abuse and Dependence
- PSY-8128 - Stress and Coping
- PSY-8309 - Eating Disorders and Obesity
- PSY-8310 - Complementary and Alternative Medicine
- PSY-8311 - Consultation and Interventions in Health Care Settings

Industrial/Organizational Psychology

The Post-Master's Certificate in Industrial/Organizational Psychology reviews psychological theories and models applicable to critical issues in the fields of business and industry. Completion of coursework prepares individuals to assume leadership positions in industry, government, consulting and education in various fields, such as research,

coaching, human resource development, consumer behavior analysis, workplace planning, market strategy, personnel specialist, and talent acquisition.

Required Courses – 18 credit hours

- PSY-8400 - Industrial/Organizational Psychology
- PSY-8401 - Leadership and Management
- PSY-8402 - Work Motivation and Attitudes
- PSY-8403 - Organizational Development
- PSY-8404 - Consulting in Business, Education, and Health
- PSY-8406 - Multivariate Statistical Analysis

Mental Health Policy and Practice

The Post-Master's Certificate in Mental Health Policy and Practice is intended for helping professionals to develop a deeper understanding of mental health through an evidence-based practice approach. It is designed to help prepare individuals to assume senior leadership positions in the field of behavioral health service organizations and delivery, state government or private enterprise.

Required Courses – 18 credit hours

- PSY-8500 - Mental Health Service Policy
- PSY-8501 - Mental Health Administration and Management
- PSY-8502 - Comparative Analysis of Psychotherapies
- PSY-8503 - Evidence-Based Treatments
- PSY-8504 - Psychology and Finance
- PSY-8505 - Mental Health and the Courts

Trauma and Disaster Relief

Increasing natural disasters, incidents of abuse and neglect, terrorism, war, violence and conflict on a local, national, and global level have created a demand for individuals trained in identifying and treating the aftermath of trauma. Victims, witnesses and relief workers who experience trauma may also find themselves facing a variety of psychological issues, difficulties in interpersonal relationships, physical health problems and be placed at future risk. Mental health workers would benefit from understanding the various facets of trauma, its impact on coping skills, and treatment, intervention, and prevention strategies.

Exposure to trauma and disaster can lead to emotional and behavioral issues for victims, survivors, relief workers, and bystanders. The Trauma and Disaster Relief certificate prepares learners to work with individuals who have witnessed natural disasters, accidents, abuse, physical injury, bullying, etc., and who are now grappling with how to cope or to integrate memories or feelings related to that experience.

Required Courses – 18 credit hours

- PSY-8110 - Psychology of Violence
- PSY-8320 - Psychology of Traumatic Stress
- PSY-8322 - Disaster, Terrorism, and Mass Violence: Impacts on Mental Health
- PSY-8323 - Trauma-informed Assessment, Risk, and Diagnosis
- PSY-8324 - Trauma-informed Interventions with Disaster and Trauma Survivors
- PSY-8325 - Gender and Cultural Considerations in Disaster Trauma and Response

Doctor of Philosophy in Psychology, PhD

Description of Program

The Doctor of Philosophy (PhD) program was designed in response to the growing interest in psychology as a discipline of study and the need for advanced studies, including research beyond the master's level. This degree program emphasizes theory, research, and scholarship, culminating in a dissertation.

Learning Outcomes

- Appraise theories and principles in psychology to inform professional contexts
- Evaluate research methods and data analysis in psychology
- Select psychological principles and research for application to personal, social, and organizational issues
- Evaluate ethical principles of psychology in academic and professional issues
- Critique diversity issues in professional contexts
- Design clear and effective communication for fellow professionals and the public

Basis for Admissions

In order to enter the Doctor of Philosophy in Psychology, applicants must have a conferred master's degree from a regionally or nationally accredited academic institution. There are two options for entering the doctoral program in psychology:

1. **Direct Entry** – Individuals with a previously completed master's degree in any area of Psychology, Mental Health Counseling, Marriage and Family Therapy, or Social Work may immediately begin the 60-credit PhD program.
2. **Evaluation Track** – Individuals who have previously completed a master's degree in an area other than one listed above must have their transcripts evaluated to determine if previous coursework meets some or all of the Standard Curriculum requirements. Students in the Evaluation Track will begin their degree plan with PSY-7101 and PSY-7102. They will then be required to complete the Standard Curriculum courses prior to taking the remaining courses in their degree plan.

Standard Curriculum - Up to 12 credit hours determined based on formal evaluation. These courses are in addition to the 60 credits listed below.

- PSY-7011 - History and Systems of Psychology
- PSY-7012 - Professional Ethics, Law, and Psychology
- PSY-7013 - Human Development and Functioning
- PSY-7014 - Social Psychology

Degree Requirements

The PhD in Psychology degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university while enrolled in a doctoral program with a grade of "B" or better.

The PhD degree programs in psychology have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through NCU
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of a Comprehensive Exam

- University approval of dissertation manuscript and successful completion of the dissertation defense
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection

- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows seven years to complete doctoral programs of 60 credits or less.

Students who are unable to complete a degree program within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 84 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 48 months.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program may be completed in 60 credits (not including required Standard Curriculum courses) but *may require additional credit hours*, depending on the time required to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- PSY-7101 - Foundations for Doctoral Study in Psychology
- PSY-7102 - Scholarly Writing and Professional Communication in Psychology
Standard Curriculum Courses, if needed

- Specialization Course 1
- PSY-7103 - Research Methods
- Specialization Course 2
- PSY-7104 - Statistics I
- Specialization Course 3
- PSY-7105 - Tests and Measurements -OR- PSY-7115 (I/O specialization)
- Specialization Course 4
- Elective Course*
- PSY-7110 - Introduction to Quantitative and Qualitative Methods
- Specialization Course 5
- Specialization Course 6
- PSY-7111 - Advanced Qualitative and Quantitative Analysis and Design
- PSY-7112 - Research Design Planning
- CMP-9701P - Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Note

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000 level course in the Department of Psychology.

Addictions Specialization

The purpose of the Addictions specialization is to provide mental health practitioners to develop knowledge and expertise in the area of substance abuse, addictions, and addictive behaviors. Dynamics of substance abuse and dependence including drugs, alcohol, and marijuana, with an emphasis on assessment and treatment planning will be explored. Coursework also examines research related to addictions and compulsive behaviors, as well as co-occurring disorders.

Specialization Courses - 18 Credit Hours

Select 6 courses from the following:

- PSY-8111 - Clinical Survey of Substance Abuse and Dependence
- PSY-8112 - Addiction Assessment and Treatment Planning
- PSY-8113 - Addiction and Related Disorders
- PSY-8114 - Co-Occurring Disorders
- PSY-8115 - Family Systems Approaches to Addiction
- PSY-8116 - Group Therapy

Gender Diversity

The purpose of the Gender Diversity Studies specialization is to provide an in-depth understanding of the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation, prepare students to apply principles of psychology related to gender diversity in a variety of settings, and carry out research related to gender diversity in a variety of settings. Eighteen (18) credit hours of coursework are devoted to Gender Diversity Studies.

Specialization Courses - 18 credit hours

Select 6 course from the following:

- PSY-8200 - Sexual Issues
- PSY-8201 - Dynamics of Family Interaction
- PSY-8206 - Sex, Sexuality, and Power Dynamics
- PSY-8203 - Psychology of Gender
- PSY-8204 - Psychological Aspects of Gender Variance
- PSY-8205 - Psychology and the Gay, Lesbian and Bisexual Population

General Psychology

The General Psychology specialization allows students to select courses from a broad range of electives to fit their personal and professional goals. This specialization also prepares students to apply principles of psychology and conduct research related to their area of interest in a variety of settings.

*Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students in the General Psychology specialization are encouraged to choose six courses (18 credit hours) based on personal and professional goals and will work with their Academic and Finance Advisor to revise their degree plan. Students can select any PSY-8000 level course for this specialization. Courses from other disciplines may fill this requirement, with Department of Psychology approval. Please consult the course descriptions for a full list of available courses. Note: an internship course cannot count towards the degree program.

Specialization Courses - 18 credit hours

- PSY-8100 - Theories of Personality *
- PSY-8101 - Multicultural Psychology *
- PSY-8103 - Cognition, Emotion, and Motivation *
- PSY-8139 - Positive Psychology *
- PSY-8140 - Community Psychology *
- PSY-8141 - Human Communication- Interviewing Skills *

Gerontology

The Gerontology specialization is designed to assist in training individuals interested in working with older adults and their families. As the world's population continues to age, the demand will continue for individuals trained in gerontology. Coursework in this certificate prepares individuals for career opportunities in health facilities, mental health clinics, numerous government agencies, and community organizations.

Specialization Courses - 18 Credit Hours

Select 6 credits from the following:

- PSY-8121 - Psychology of Aging
- PSY-8330 - Mental Health and Aging
- PSY-8331 - Aging, Families, and Elder Care
- PSY-8332 - Multicultural Perspectives of Aging
- PSY-8333 - Psychological Practice in Gerontology
- PSY-8334 - Death and Dying

Health Psychology

The purpose of the Health Psychology specialization is to provide an in-depth understanding of the total matrix of factors influencing psychological and physical health and illness, prepare students to apply biopsychosocial principles

in a variety of settings, and carry out research related to health psychology in a variety of settings. Eighteen (18) credit hours of coursework are devoted to Health Psychology.

Specialization Courses - 18 credit hours

Select 6 courses from the following:

- PSY-8306 - Health Psychology
- PSY-8307 - Psychosocial Factors in Health
- PSY-8308 - Behavioral Nutrition
- PSY-8309 - Eating Disorders and Obesity
- PSY-8310 - Complementary and Alternative Medicine
- PSY-8311 - Consultation and Interventions in Health Care Settings

Industrial/Organizational Psychology

The purpose of the Industrial/Organizational Psychology specialization is to provide an in-depth understanding of people in the world of work, prepare students to apply principles of I/O psychology in work and organizational settings, and carry out research related to human behavior in organizations. Eighteen (18) credit hours of coursework are devoted to Industrial/Organizational Psychology.

Specialization Courses - 18 credit hours

Select 6 courses from the following:

- PSY-8400 - Industrial/Organizational Psychology
- PSY-8401 - Leadership and Management
- PSY-8402 - Work Motivation and Attitudes
- PSY-8403 - Organizational Development
- PSY-8404 - Consulting in Business, Education, and Health
- PSY-8406 - Multivariate Statistical Analysis

Mental Health Policy and Practice

The purpose of the Mental Health Policy and Practice specialization is to provide an evidence based practice approach to those people who have substantial experience in their respective disciplines and wish to broaden and deepen their knowledge behavioral health administration and care. Eighteen (18) credit hours of coursework are devoted to Mental Health Policy and Practice.

Specialization Courses - 18 credit hours

Select 6 courses from the following:

- PSY-8500 - Mental Health Service Policy
- PSY-8501 - Mental Health Administration and Management
- PSY-8502 - Comparative Analysis of Psychotherapies
- PSY-8503 - Evidence-Based Treatments
- PSY-8504 - Psychology and Finance
- PSY-8505 - Mental Health and the Courts

Trauma and Disaster Relief

Increasing natural disasters, incidents of abuse and neglect, terrorism, war, violence and conflict on a local, national, and global level have created a demand for individuals trained in identifying and treating the aftermath of trauma. Victims, witnesses and relief workers who experience trauma may also find themselves facing a variety of psychological issues, difficulties in interpersonal relationships, physical health problems and be placed at future risk. Mental health workers would benefit from understanding the various facets of trauma, its impact on coping skills, and treatment, intervention, and prevention strategies.

Exposure to trauma and disaster can lead to emotional and behavioral issues for victims, survivors, relief workers, and bystanders. The Trauma and Disaster Relief specialization prepares students to work with individuals who have witnessed natural disasters, accidents, abuse, physical injury, bullying, etc., and who are now grappling with how to cope or to integrate memories or feelings related to that experience.

Specialization Courses - 18 Credit Hours

- PSY-8110 - Psychology of Violence
- PSY-8320 - Psychology of Traumatic Stress
- PSY-8322 - Disaster, Terrorism, and Mass Violence: Impacts on Mental Health
- PSY-8323 - Trauma-informed Assessment, Risk, and Diagnosis
- PSY-8324 - Trauma-informed Interventions with Disaster and Trauma Survivors
- PSY-8325 - Gender and Cultural Considerations in Disaster Trauma and Response

School of Technology

NCU School of Technology

Technical fields emerge and change with greater rapidity than any other industry. In our commitment to providing students the best educational experience, the NCU School of Technology is constantly monitoring changes in the market and adjusting our curricula to ensure programs are always focused on industry-relevant topics, required skills, policy, and best practices. This market and industry-focused approach allows our students to gain knowledge that is immediately applicable to associated positions in business and industry.

Curriculum

Courses within our programs are designed and created by leading experts who work closely with experienced instructional designers to ensure students will gain broad foundational skills as well as expertise in the emerging elements of the fields in which they study.

Students in the NCU School of Technology will study and work with tools, practices, processes, methods and procedures commonly used in real-world settings. Our programs help prepare students to gain the necessary skills and knowledge applicable in their field of practice.

Faculty and Instruction

NCU's instructional model allows students to interact one-to-one with their professors, who are experts in the fields they teach. Our 100% doctoral faculty employs instructional strategies that engage student with real-world processes and operations.

Quality Education at your Convenience:

- Weekly Course Starts
- 100% Online Courses
- Regional Accreditation
- One-to-One Interaction with Professors
- Interact with Other Students in Our Online Communities
- No Residency Requirements or Traveling to a Physical Campus
- No GMAT or GRE Entrance Exams Required

Master of Science in Computer Science, MS

Description of Program

The Master of Science in Computer Science helps students understand how computers function and communicate from the inside out. This is a broad program that allows students to gain knowledge in a wide variety of computing topics and to prepare for a range of technology leadership roles. Graduates will be able to use this in-depth knowledge to lead the innovative integration of computer technologies in their organizations.

Learning Outcomes

- Evaluate an organization's potential for improvement through computers and software
- Explain concepts and arguments associated with computer science
- Manage legal, ethical, and security risks in computer-based systems
- Evaluate the scope and impact of emerging computer science concepts on a local and global scale
- Formulate computer-based solutions to practical problems

Basis for Admission

Admission to an NCU master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science in Computer Science is a 30 credit program comprised of 12 core credits, 15 specialization credits and 3 capstone credits.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Science in Computer Science for graduate course work completed at an accredited college or university with a grade of "B" or better. Courses considered for transfer must mirror courses in the program. The Dean of the School Technology must approve any courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

NCU allows 5 years to complete all 30 credit hour master's programs. Normal time to completion for this program is 42 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our Academic and Finance Advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

Students who complete at least 15 semester credit hours in a single area of specialization at NCU (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

The Master of Science in Computer Science program requires the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

In some cases, specialization courses listed on the initial degree plan can be changed at the students request. Please contact your Academic Finance Advisor for more information.

- TIM-6101 - Principles of Computer Science
- TIM-6110 - Programming Languages & Algorithms
- TIM-5010 - Computer Networks & Mobile Computing
- TIM-6120 - Distributed Systems
- TIM-5020 - Databases & Business Intelligence
- TIM-6130 - Data Mining
- TIM-6301 - Principles of Cybersecurity
- TIM-5030 - Managing Risk, Security, & Privacy in Information Systems
- TIM-6140 - Software Engineering
- TIM-6190 - Innovation & Strategy in Computer Science

Master of Science in Cybersecurity, MS

Description of Program

The Master of Science in Cybersecurity (MSCY) program exposes students to the latest tools, practices and methods used to protect critical information and sensitive assets. Students will explore forensic tools, emerging threats and gain real-world knowledge needed to work as a cybersecurity professional.

Learning Outcomes

- Evaluate an organization's maturity in protecting its information infrastructure
- Explain concepts and arguments associated with cybersecurity
- Manage legal, ethical, and security risks in technology-based systems

- Evaluate the scope and impact of emerging technologies in cybersecurity on a local and global scale
- Formulate solutions to cybersecurity problems

Basis for Admission

Admission to an NCU master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science in Cybersecurity is a 30 credit program comprised of 12 core credits, 15 specialization credits and 3 capstone credits.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Science in Computer Science for graduate course work completed at an accredited college or university with a grade of "B" or better. Courses considered for transfer must mirror courses in the program. The Dean of the School Technology must approve any courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

NCU allows 5 years to complete all 30 credit hour master's programs. Normal time to completion for this program is 42 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

Students who complete at least 15 semester credit hours in a single area of specialization at NCU (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

The Master of Science in Cybersecurity program requires the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

In some cases, specialization courses listed on the initial degree plan can be changed at the student's request. Please contact your Academic Finance Advisor for more information.

- TIM-6301 - Principles of Cybersecurity
- TIM-6302 - Changing Times: Trends and Topics in Cybersecurity

- TIM-5010 - Computer Networks & Mobile Computing
- TIM-6310 - Cyber Forensics
- TIM-5020 - Databases & Business Intelligence
- TIM-6320 - Contingency Planning & Disaster Recovery
- TIM-6330 - Systems Certification and Accreditation
- TIM-5030 - Managing Risk, Security, & Privacy in Information Systems
- TIM-6340 - Secure Software Development
- TIM-6390 - Strategic Management of Cybersecurity

Master of Science in Data Science, MS

Description of Program

The Master of Science in Data Science (MSDS) is a specialized version of the MSTIM/DS program, mirroring that program, but focusing the introductory course and the capstone course specifically on innovation through study and practice in data science. This will allow students for whom the name of the degree is important to benefit from this innovative approach to studying data science.

Learning Outcomes

- Evaluate an organization's potential for improvement in data management
- Explain concepts and arguments associated with data science
- Manage legal, ethical, and security risks in information systems
- Evaluate the scope and impact of emerging data science concepts on a local and global scale
- Formulate solutions to practical problems in data management

Basis for Admission

Admission to an NCU master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science in Data Science is a 30 credit program comprised of 12 core credits, 15 specialization credits and 3 capstone credits.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Science in Data Science for graduate course work completed at an accredited college or university with a grade of "B" or better. Courses considered for transfer must mirror courses in the program. The Dean of the School Technology must approve any courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

NCU allows 5 years to complete all 30 credit hour master's programs. Normal time to completion for this program is 42 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our Academic and Finance Advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

- TIM-6500 - Principles of Data Science
- TIM-6505 - Quantitative Research Design
- TIM-5020 - Databases & Business Intelligence
- TIM-6530 - Big Data Integration
- TIM-6130 - Data Mining
- TIM-6501 - Quantitative Methods for Data Analytics and Business Intelligence
- TIM-6520 - Inferential Statistics and Predictive Analysis
- TIM-6540 - Critical Analysis, Interpreting and Reporting Data
- TIM-6510 - Data Visualization
- TIM-6590 - Strategic Management of Data, Information, and Knowledge

Master of Science in Information Technology, MS

Description of Program

The Master of Science in Information Technology is designed for students who want to know how computers work together to maintain, store and process information most efficiently and effectively.

With this broad-based, but foundational perspective on technology information management, you may find yourself in high demand.

Students will be introduced to a variety of topics in information technology and will prepare for a range of information technology leadership roles.

Upon graduation, students will be empowered to use this in-depth knowledge to lead the innovative integration of information technologies and information systems in any organization.

Learning Outcomes

- Evaluate an organization's potential for information technology-based improvement
- Explain concepts and arguments associated with information technology
- Manage legal, ethical, and security risks in information technology
- Evaluate the scope and impact of emerging information technologies on a local and global scale
- Formulate technology-based solutions to practical problems

Basis for Admission

The School Technology students entering the Master of Science in Information Technology program will require a bachelor's degree from a regionally or nationally accredited academic institution.

All students are direct entry students.

Degree Requirements

The Master of Science in Information Technology is a 30 credit program comprised of 12 core credits, 15 specialization credits and 3 capstone credits.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Science in Computer Science for graduate course work completed at an accredited college or university with a grade of "B" or better. Courses considered for transfer must mirror courses in the program. The Dean of the School Technology must approve any courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

NCU allows 5 years to complete all 30 credit hour master's programs. Normal time to completion for this program is 42 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

Students who complete at least 15 semester credit hours in a single area of specialization at NCU (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

The Master of Science in Information Technology program requires the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

In some cases, specialization courses listed on the initial degree plan can be changed at the students request. Please contact your Academic Finance Advisor for more information.

- TIM-5001 - Principles of Technology Innovation Management
- Specialization Course 1
- TIM-5010 - Computer Networks & Mobile Computing

- Specialization Course 2
- TIM-5020 - Databases & Business Intelligence
- Specialization Course 3
- Specialization Course 4
- TIM-5030 - Managing Risk, Security, & Privacy in Information Systems
- Specialization Course 5
- TIM-6590 - Strategic Management of Data, Information, and Knowledge

Specialization Courses – 15 credit hours

The MSIT program allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 15 credit hours for the program and take the capstone course. Students may take technology specialization courses at the 6000 level to fulfill their specialization requirements.

The 5 courses below are from the recommended* course list:

- TIM-6601 - IT Project Management
- TIM-6410 - Cloud Computing
- TIM-6420 - Data Warehousing & Decision Support
- TIM-6301 - Principles of Cybersecurity
- TIM-6430 - Systems Analysis & Design

Note

*Recommended courses for the MSIT program are listed above. Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. However, students are encouraged to choose their specialization courses based on personal and professional goals, and to work with their Academic and Finance Advisor to revise their degree plan.

Master of Science in Technology and Innovation Management, MS

Description of Program

Technological innovations can be intimidating—yet beneficial—for many organizations. It is important for leaders to know how to take advantage of new technologies and ideas or be trapped in stagnation. The MS in Technology and Innovation Management helps prepare professionals to be champions of positive change through new ideas and new technologies.

Learning Outcomes

- Determine a situation's potential for technology-based improvement
- Communicate concepts and arguments associated with technology and innovation
- Manage legal, ethical, and security risks in technology-based systems
- Evaluate the scope and impact of emerging technologies on a local and global scale
- Design technology-based solutions to practical problems

Basis for Admission

The School Technology students entering the Master of Science in Technology Innovation Management (MSTIM) program will require a bachelor's degree from a regionally or nationally accredited academic institution may immediately begin the MSTIM program.

Graduates of the NCU program must complete 30 credit hours. Students will select a discipline-specific specialization of their interest, which compliments the core coursework. The first-of-its-kind MSTIM program trains students to be innovative leaders who use high-tech tools to improve their organizations.

Degree Requirements

The Master of Science in Technology and Innovation Management is a 30-credit program comprised of 12 core credits, 15 specialization credits and 3 capstone credits.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Science in Technology and Innovation Management for graduate course work completed at an accredited college or university with a grade of "B" or better. Courses considered for transfer must mirror courses in the program. The Dean of the School of Technology must approve any courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

NCU allows 5 years to complete all 30 credit hour master's programs. Normal time to completion for this program is 42 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

Students who complete at least 15 semester credit hours in a single area of specialization at NCU (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

All Master of Science in Technology and Innovation Management (MSTIM) programs require the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

In some cases, specialization courses listed on the initial degree plan can be changed at the student's request. Please contact your Academic and Finance Advisor for more information.

- TIM-5001 - Principles of Technology Innovation Management

- TIM-5010 - Computer Networks & Mobile Computing
- TIM-5020 - Databases & Business Intelligence
- TIM-5030 - Managing Risk, Security, & Privacy in Information Systems
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- TIM-6010 - Strategic Management of Technology & Innovation

Computer Science Specialization

The Computer Science specialization helps students understand how computers function and communicate from the inside out. This is a broad specialization, allowing students to gain knowledge in a wide variety of computing topics and to prepare for a range of technology leadership roles. Graduates will be able to use this in-depth knowledge to lead the innovative integration of computer technologies in their organizations.

Specialization Courses – 15 credit hours

Students without an undergraduate degree in computer science must take TIM-6101.

Select 5 courses from the following:

- TIM-6101 - Principles of Computer Science
-Or-
- TIM-6110 - Programming Languages & Algorithms
- TIM-6120 - Distributed Systems
- TIM-6130 - Data Mining
- TIM-6301 - Principles of Cybersecurity
- TIM-6140 - Software Engineering

Cybersecurity Specialization

As organizations are producing more and more data, the risks associated with possible data theft become even greater. Therefore, organizations must have leaders who know how to keep these data secure. The Cybersecurity specialization prepares students for a variety of technology leadership roles in both government and private organizations. Graduates will be well-prepared to anticipate and mitigate risks in managing and deploying data-intensive systems.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- TIM-6301 - Principles of Cybersecurity
- TIM-6310 - Cyber Forensics
- TIM-6320 - Contingency Planning & Disaster Recovery
- TIM-6330 - Systems Certification and Accreditation
- TIM-6340 - Secure Software Development

Data Science Specialization

Gathering and maintaining data is just one piece of effective use of data. The Data Science specialization prepares students to start processing the mountains of data that organizations produce and turn them into usable information. Data science graduates will be prepared with statistical and modeling tools that will enable them to help their organizations use data most effectively to serve their stakeholders' interests.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- TIM-6501 - Quantitative Methods for Data Analytics and Business Intelligence
- TIM-6510 - Data Visualization
- TIM-6130 - Data Mining
- TIM-6520 - Inferential Statistics and Predictive Analysis
- TIM-6530 - Big Data Integration

Engineering Management Specialization

This specialization is designed for leaders in all types of engineering and technology management fields. Students will learn a variety of tools necessary for assessing the potential of innovative ideas, protecting their intellectual property, and bringing new ideas to fruition. Graduates will be able to use this knowledge to lead engineering and information systems initiatives in their organizations.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- TIM-6601 - IT Project Management
- TIM-6210 - Quality Management
- TIM-6420 - Data Warehousing & Decision Support
- TIM-6220 - Engineering Law
- TIM-6430 - Systems Analysis & Design

Information Systems Specialization

This specialization is designed for students who want to know how computers work together to maintain, store, and process information. Students will be introduced to a variety of topics in information systems and will prepare for a range of information technology leadership roles. Graduates will be able to use this in-depth knowledge to lead the innovative integration of information technologies and information systems in their organizations.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- TIM-6601 - IT Project Management
- TIM-6410 - Cloud Computing
- TIM-6420 - Data Warehousing & Decision Support
- TIM-6301 - Principles of Cybersecurity
- TIM-6430 - Systems Analysis & Design

IT Project Management Specialization

This specialization prepares students with the skills needed to manage the conception, planning, implementation, and deployment of a variety of information technology-related projects. Students will pair their technology coursework

with courses in leadership, risk, and management of multiple projects. Graduates will be prepared to assume management roles in project management and information technology.

Specialization Courses – 15 credit hours

Select 5 courses from the following:

- TIM-6601 - IT Project Management
- TIM-6610 - Leadership in Project Management
- TIM-6620 - Project Management Systems & Technology
- TIM-6630 - Managing Risk in Project Management
- TIM-6640 - Program & Portfolio Management

Doctor of Philosophy in Computer Science, PhD

Description of Program

The Doctor of Philosophy in Computer Science (PhD-CS) program takes an applied approach to computer science theory and research. Students will get hands on experience, explore advanced topics, learn the very latest concepts and have the opportunity to propose their own research. They will also be able to build a portfolio of work while completing their doctoral studies.

Learning Outcomes

- Develop knowledge in computer science based on a synthesis of current theories
- Explain theories, applications, and perspectives related to computer science
- Evaluate theories of ethics and risk management in computers and emerging technologies
- Formulate strategies for managing computing resources in global organizations
- Contribute to the body of theory and practice in computer science

Basis for Admission

Admission to the PhD in Computer Science program requires a master's degree from a regionally accredited or nationally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-CS degree program also has the following graduation requirements:

- A minimum of 48 credit hours of graduate instructions must be completed through NCU
- GPA of 3.0 (letter grade of "B") or higher
- Submission of approved final dissertation manuscript to the University Registrar, including the original unbound manuscript and an electronic copy
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Fundamental Competencies

All PhD-CS students are required to demonstrate competency in these areas:

- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation

- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows 7 years to complete all 60 credit hour doctoral programs.

Normal time to completion for this program is 83 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our Academic and Finance Advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program requires a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

All incoming PhD-CS students will complete a required writing assessment during their first course, TIM-8101. Students who perform well on this assessment will be exempted from TIM-7200 .

*Those whose writing skills need additional practice, as determined by three or more items scored as "needs improvement," will be required to take TIM-7200.

**Students select one research methods and one directed research course based on their own research proposal.

- TIM-8101 - Principles of Computer Science
- TIM-7200 - Scholarly Communication for Technology Leaders *
- TIM-8110 - Programming Languages & Algorithms
- TIM-7010 - Computer Networks & Mobile Computing
- TIM-8120 - Distributed Systems
- TIM-7020 - Databases & Business Intelligence
- TIM-8130 - Data Mining
- TIM-8301 - Principles of Cybersecurity
- TIM-7030 - Managing Risk, Security, & Privacy in Information Systems
- TIM-7100 - Statistics with Technology Applications
- TIM-8150 - Artificial Intelligence
- TIM-7210 - Introduction to Research Design & Methodology for Technology Leaders
- TIM-8140 - Software Engineering

- TIM-7220 - Quantitative Research Design & Methodology for Technology Leaders **
-OR-
- TIM-7230 - Qualitative Research Design & Methodology for Technology Leaders **
-OR-
- TIM-7240 - Constructive Research Design & Methodology for Technology Leaders **

- TIM-7225 - Directed Quantitative Research **
-OR-
- TIM-7235 - Directed Qualitative Research **
-OR-
- TIM-7245 - Directed Constructive Research **

- TIM-8190 - Computer Science Policy and Strategy
- CMP-9700CS - PhD-CS Portfolio
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Doctor of Philosophy in Data Science, PhD

Description of Program

The Doctor of Philosophy in Data Science (PhD-DS) is a specialized version of the PhD-TIM/DS program, mirroring that program, but focusing the introductory course and the capstone course specifically on innovation through study and practice in data science. This will allow students for whom the name of the degree is important to benefit from this innovative approach to studying data science.

Learning Outcomes

- Develop knowledge in data science based on a synthesis of current theories
- Explain theories, applications, and perspectives related to data science

- Evaluate theories of ethics and risk management in information systems
- Formulate strategies for data and knowledge management in global organizations
- Contribute to the body of theory and practice in data science

Basis for Admission

Admission to the Doctor of Philosophy in Data Science program requires a conferred master's or doctoral degree from a regionally or nationally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-DS degree program also has the following requirements:

- GPA of 3.0 (letter grade of "B") or higher
- University approval of Dissertation Manuscript and Oral Defense completed
- Submission of approved final dissertation manuscript to the University Registrar, including the original unbound manuscript and an electronic copy
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows 7 years to complete all 60 credit hour doctoral programs.

Normal time to completion for this program is 83 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our Academic and Finance Advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program may be completed in a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

*Those whose writing skills need additional practice, as determined by three or more items scored as "needs improvement," will be required to take TIM -7200.

- TIM-8500 - Principles of Data Science
- TIM-7200 - Scholarly Communication for Technology Leaders *
- TIM-8505 - Quantitative Research Design
- TIM-8120 - Distributed Systems
- TIM-7020 - Databases & Business Intelligence
- TIM-8530 - Big Data Integration
- TIM-8130 - Data Mining
- TIM-8501 - Quantitative Methods for Data Analytics and Business Intelligence
- TIM-8520 - Inferential Statistics and Predictive Analytics
- TIM-8525 - Multivariate Analysis
- TIM-8535 - Current Topics in Quantitative Analysis
- TIM-7230 - Qualitative Research Design & Methodology for Technology Leaders
- TIM-7240 - Constructive Research Design & Methodology for Technology Leaders
- TIM-8540 - Data Reporting
- TIM-8510 - Data Visualization
- TIM-8590 - Data, Information, and Knowledge Policy & Strategy
- CMP-9700DS - PhD-DS Portfolio
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Doctor of Philosophy in Technology and Innovation Management, PhD

Description of Program

Visionary leaders can help change an organization and bring about new innovations. In the PhD program in Technology and Innovation Management, student scholar-practitioners will learn how to become such leaders and be champions for new technologies and positive change in public and private organizations.

The Doctor of Philosophy (PhD) program is a research-based program designed to prepare leaders for positions in the private and public sectors by enhancing knowledge and competencies appropriate to a leadership role in technology and innovation management, administration, and technology management. Upon completion of the PhD program, students are expected to have a broad knowledge in fields of business and technology management and an understanding of at least one specialized area of study. A Ph.D. requires *original ideas* about a specialized topic, as well as a high degree of *methodological/scientific rigor* (Nelson, & Coorough, 1994). As is traditional in higher education, a Ph.D. is only awarded for a piece of work that will actually make a difference to the theoretical context of the field *the Ph.D. dissertation is a new contribution to the body of knowledge.*

Learning Outcomes

The program learning outcomes for the Doctor of Philosophy in Technology and Innovation Management degree:

- Develop knowledge in technology and innovation based on a synthesis of current theories
- Communicate with diverse audiences about theories, applications, and perspectives related to technology and innovation
- Evaluate theories of ethics and risk management in computers and emerging technologies
- Formulate strategies for managing technology and innovation in global organizations
- Contribute to the body of theory and practice in technology and innovation management

Basis for Admission

Admission to the Doctor of Philosophy in Technology and Innovation program requires a master's degree from a regionally or nationally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-TIM degree programs have the following graduation requirements:

- A minimum of 48 credit hours of graduate instructions must be completed through NCU
- GPA of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the PhD-TIM Portfolio
- University approval of Dissertation Manuscript and Oral Defense completed
- Submission of approved final dissertation manuscript to the University Registrar, including the original unbound manuscript and an electronic copy
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Fundamental Competencies

All PhD-TIM students are required to demonstrate competency in these areas:

- **Graduate-Level Research Methods Competency**– PhD-TIM students are required to complete TIM - 7210, **AND** (TIM -7220, TIM -7225), **OR** (TIM -7230, TIM -7235), **OR** (TIM -7240, TIM -7245) at NCU
- **Graduate-Level Statistics Competency** – PhD-TIM students are required to complete TIM -7100 Statistics with Technology Applications at NCU.
- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Dissertation Completion Pathway

The NCU mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, NCU now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. NCU's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at NCU (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Achieved doctoral candidacy from a regionally-accredited institution for a degree program and specialization offered by NCU (excluding PhD MFT, DMFT, and DHA).
- 10 year maximum for block transfer of credits into an existing NCU degree program (from official transcripts)
- Minimum GPA of 3.0 in previous doctoral program coursework
- Complete NCU Dissertation Completion Application with required documents
- Cannot be academically dismissed from previous doctoral program
- Must complete a phone or video interview with assigned NCU committee
- Completion of a memorandum of understanding and statement of intent

General Pathway Requirements

- The DCP requires a minimum of 23 semester credit hours
- Grade Point Average of "B," 3.0, or higher
- Official transcripts on file for all transfer credit hours accepted by the University
- Official documents on file for basis of admission
- All financial obligations to the University paid in full

DCP Course Sequence

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required face to face 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

**In addition to the required dissertation sequence of courses (DIS-9901X – DIS-9904X) with a minimum of 12-credit hours for dissertation coursework.

Time to Completion

NCU allows 7 years to complete all 60 credit hour doctoral programs.

Normal time to completion for this program is 83 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NCU students are working adults balancing educational, professional, and personal commitments, our Academic and Finance Advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Dissertation Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program may be completed in a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

The PhD in Technology and Innovation Management requires six (seven if needed) core courses, six specialization, three research, PhD Portfolio, and four dissertation courses for a total of 60-63 credit hours. All incoming PhD-TIM students will complete a required writing assessment during their first course, TIM-7001. Students who perform well on this assessment will be exempted from TIM -7200.

*Those whose writing skills need additional practice, as determined by three or more items scored as "needs improvement," will be required to take TIM -7200.

**Students select one pair of research methods and directed research courses based on their own research proposal.

The PhD in Technology and Innovation Management requires the following courses for every specialization:

- TIM-7001 - Changing Times: Leading Technology & Innovation in the 21st Century
- TIM-7200 - Scholarly Communication for Technology Leaders *
- Specialization Course 1
- TIM-7010 - Computer Networks & Mobile Computing
- Specialization Course 2
- TIM-7020 - Databases & Business Intelligence
- Specialization Course 3

- Specialization Course 4
- TIM-7030 - Managing Risk, Security, & Privacy in Information Systems
- TIM-7100 - Statistics with Technology Applications
- Specialization Course 5
- TIM-7040 - Technology Policy & Strategy
- TIM-7210 - Introduction to Research Design & Methodology for Technology Leaders
- Specialization Course 6

- TIM -7220 Quantitative Research Design & Methodology for Technology Leaders &
- TIM -7225 Directed Quantitative Research **
OR
- TIM -7230 Qualitative Research Design & Methodology for Technology Leaders &
- TIM -7235 Directed Qualitative Research **
OR
- TIM -7240 Constructive Research Design & Methodology for Technology Leaders &
- TIM -7245 Directed Constructive Research **

- CMP-9701T - Pre-Candidacy Prospectus Course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Computer Science

Students in the Computer Science specialization will research the design and function of computers from the inside out. This is a broad specialization, allowing students to research a wide variety of computer topics and to prepare for a range of technology leadership roles. Graduates will be able to use this in-depth knowledge to contribute to new computer science research and lead the innovative integration of computer technologies in their organizations.

Specialization Courses - 18 Credit Hours

Select six courses from the following:

- TIM-8101 - Principles of Computer Science
-OR-
- TIM-8110 - Programming Languages & Algorithms
- TIM-8120 - Distributed Systems
- TIM-8130 - Data Mining
- TIM-8140 - Software Engineering
- TIM-8150 - Artificial Intelligence
- TIM-8301 - Principles of Cybersecurity

Cybersecurity

As organizations are producing more and more data, the risks associated with possible data theft become even greater. Therefore, organizations must have leaders who know how to keep the data secure. Students in the Cybersecurity specialization will research the latest trends to stay ahead of would-be cyber attackers. Graduates will be well-prepared to anticipate and mitigate risks in managing and deploying data-intensive systems and to assume a variety of technology leadership roles in government, private organizations, and research institutions.

Specialization Courses - 18 Credit Hours

Select six courses from the following:

- TIM-8301 - Principles of Cybersecurity
- TIM-8310 - Cyber Forensics
- TIM-8320 - Contingency Planning & Disaster Recovery
- TIM-8330 - Advanced Risk Management
- TIM-8340 - Secure Software Development
- TIM-8350 - Critical Infrastructure Protection, Information Warfare, & Cyber Terrorism

Data Science

Gathering and maintaining data is just one piece of effective use of data. Data Science is an emerging field that deals with making sense of the mountains of data organizations produce and turning them into actionable knowledge. The Data Science specialization prepares students to be leaders and researchers in this new and exciting field by studying the most up-to-date tools and emerging research in this area.

Specialization Courses - 18 Credit Hours

Select six courses from the following:

- TIM-8130 - Data Mining
- TIM-8440 - Knowledge Management
- TIM-8501 - Quantitative Methods for Data Analytics and Business Intelligence
- TIM-8510 - Data Visualization
- TIM-8520 - Inferential Statistics and Predictive Analytics
- TIM-8530 - Big Data Integration

Engineering Management

This specialization is designed for leaders in all types of engineering and technology management fields. Students will research the latest tools and research involving assessing the potential of innovative ideas, protecting intellectual property, and bringing new ideas to fruition. Graduates will be able to use this knowledge to lead engineering and information systems initiatives and cutting-edge research in their organizations.

Specialization Courses - 18 Credit Hours

Select six courses from the following:

- TIM-8210 - Quality Management
- TIM-8220 - Engineering Law
- TIM-8501 - Quantitative Methods for Data Analytics and Business Intelligence
- TIM-8420 - Data Warehousing & Decision Support
- TIM-8430 - Systems Analysis & Design
- TIM-8601 - IT Project Management

Information Systems

This specialization is designed for scholars who want to research new ways for computers to work together to maintain, store, and process information. Students will research a variety of topics in information systems and will prepare for a

range of information technology leadership and research roles. Graduates will be able to use this in-depth knowledge to lead the innovative integration of information technologies and information systems in their organizations.

Specialization Courses - 18 Credit Hours

Select six courses from the following:

- TIM-8301 - Principles of Cybersecurity
- TIM-8410 - Cloud Computing
- TIM-8420 - Data Warehousing & Decision Support
- TIM-8430 - Systems Analysis & Design
- TIM-8440 - Knowledge Management
- TIM-8601 - IT Project Management

IT Project Management

This specialization prepares students with the knowledge needed to contribute to innovation in the conception, planning, implementation, and deployment of a variety of information technology-related projects. Students will study research and theories in leadership, risk, and management of multiple projects. Graduates will be prepared to assume management and research roles in project management and information technology.

Specialization Courses - 18 Credit Hours

Select six courses from the following:

- TIM-8630 - Managing Risk in Project Management
- TIM-8210 - Quality Management
- TIM-8601 - IT Project Management
- TIM-8610 - Leadership in Project Management
- TIM-8620 - Project Management Systems & Technology
- TIM-8640 - Program & Portfolio Management

Course Descriptions

Course Codes and Course Length

Course Codes

NCU course codes include a course prefix and number. The course prefix identifies the content area of a course and the number identifies the course-level (e.g., Undergraduate, Master's, etc.). Courses in this catalog section are listed by School and content area in numerical order.

Example: *The course prefix "ACC" indicates Accounting content*

Course Numbering

Course numbering used at NCU is as follows:

Undergraduate	1000 to 4999
Master's	5000 to 6999; 5000-8 to 6999-8
Doctoral and Advance Studies Certificates	7000 to 8999; 7000-8 to 8999-8
Doctoral Sequence Courses	9000 to 9799; 9901A-C to 9904A-C

Course Length

Course length varies by course and program. Please refer to the course listing in this catalog to determine the length of a specific course.

Accounting

ACC-8010CAGS - Advanced Accounting

Semester Credits: 3 Weeks: 8

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the instructor. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.

ACC-7045 - Advanced Cost Accounting

Semester Credits: 3 Weeks: 8

In this doctoral level course, students will examine strategic cost management and focus on measuring and managing costs in environments where real world economic decision making takes place based on accounting information. Topics covered include analyzing and managing costs, activity based management, process and cost allocation, planning, decision making, and the evaluation of performance.

ACC-7035 - Advanced Accounting Theory and Policy

Semester Credits: 3 Weeks: 8

This course focuses on the evaluation and analysis of accounting pronouncements, concepts, and standards as well as their impact on decision-making. The scope of this course is much broader than other accounting classes, merging aspects of financial accounting, managerial accounting, and auditing into a single theoretical structure that is applicable to any issue in the field of accounting.

ACC-7030 - Advanced Auditing Methods and Practice

Semester Credits: 3 Weeks: 8

Students in this course will examine auditing theory and the application of auditing standards and methods in practice

settings. These include auditing and assurance services, audit planning, substantive testing, and internal control evaluation. The evidence and procedures used by external auditors and how they report on financial statements are also examined.

ACC-7025 - Advanced Tax Strategies

Semester Credits: 3 Weeks: 8

This doctoral level course examines vital aspects of the U.S. federal tax system. It includes coverage of important tax concepts and principles, such as planning and compliance, individual income taxes, partnerships, corporate, estate and gift taxation, and trusts. Coverage of these concepts serves as a foundation for developing effective income tax strategies.

ACC-7020 - Advanced Accounting for Non-Profit Organizations

Semester Credits: 3 Weeks: 8

This doctoral level course provides an in-depth review of the accounting principles and practices used in not-for-profit organizations, with an emphasis on governmental accounting practices. The course also covers accounting principles and practices specific to hospitals, colleges and universities, health and welfare agencies, and similar organizations. Enabling practitioners to establish logical frameworks for understanding, analyzing, and solving the accounting challenges of nonprofit organizations is stressed.

ACC-7015 - Advanced Forensic Accounting Theory and Practice

Semester Credits: 3 Weeks: 8

This course reviews the role of the forensic accountant in investigations and audits. Topics covered are the legal environment, Sarbanes-Oxley Act Of 2002, audit and investigation, dispute resolution and litigation services, information security, financial statement, and tax fraud. Students will emerge from the course with an understanding of the roles of forensic accountants and familiarity with their tools and practices.

ACC-7010 - Advanced Accounting and Fraud Examination Techniques

Semester Credits: 3 Weeks: 8

Students in this course will examine the nature of fraud in a business setting. Topics explored include prevention, detection and investigation, and the resolution of cases of fraud that may be found in the corporate world. The course will help differentiate types of fraud found in organizational management and consumer instances, as well as other possible fraudulent acts, and how to react to discovered fraud as an auditing interest. Delineation on how, why, and what to do when fraud is uncovered in a corporation will also be discussed.

ACC-7000 - Advanced Managerial Accounting

Semester Credits: 3 Weeks: 8

This course focuses on formulating, evaluating and interpreting accounting information for managerial decision making. Managerial accountants are part of the staff that supports management. These accountants perform a number of different tasks within business organizations. The most important of which is providing information needed by management to make business decisions. During this course, the student will identify and formulate an understanding of some of the more recent developments affecting the field of managerial accounting. Many recent developments have been driven by the impact of globalization of business activities. Managerial accountants can no longer complete tasks the way they have always been done. Businesses need more accurate cost information if they are to compete effectively within the global economy.

ACT-4050 - Managerial Accounting

Semester Credits: 3 Weeks: 8

This course explores the nature of managerial accounting as it relates to decision-making. Concepts and systems are analyzed, including cost-volume-profit analysis, analysis of reporting and financial statements, performance evaluation, differential analysis and product pricing, capital investment analysis, budgeting, and Just-in-Time manufacturing.

ACT-4013 - Computerized Accounting

Semester Credits: 3 Weeks: 8

The student will be developing a sound basic knowledge of how computerized integrated accounting systems function to the extent that students will be prepared to work with any accounting software package using its reference manual as a guide to unique features. The basic principles of accounting will be implemented and applied for this course.

Athletic Coaching

AC-5014 - Coaching Theory, Methods, and Issues

Semester Credits: 3 Weeks: 8

In this course, students focus on the components of successful coaching. Topics include personal objectives, coaching styles, roles of head coach, training rules and practice, current coaching methods, drug/alcohol and domestic violence policies for student athletes, stress and burnout, and coaching philosophy.

AC-5012 - Coaching Fundamentals of Speed Development

Semester Credits: 3 Weeks: 8

In this course, students will examine the trend of athletic performance with an emphasis on speed training. Students will be exposed to all aspects of speed training including the latest research on the topic. Special emphasis will be placed on speed and power training for the athlete.

AC-5010 - Performance Enhancement in Sport

Semester Credits: 3 Weeks: 8

In this course, students will be introduced to the exercise programming strategies of the National Strength and Conditioning Association. Students will be shown how a systematic approach to exercise program design uniquely blends the science of acute variables with the concepts of flexibility, cardio respiratory, core, balance, reactive, speed, agility and quickness and resistance training to develop safe and effective exercise programs for athletes in various sports.

AC-5008 - Coaching Psychology

Semester Credits: 3 Weeks: 8

In this course, students will explore the principles, responsibilities, and issues involved with the coaching and motivating the student athlete. Students will gain knowledge of the fields of Positive Psychology and Sport Psychology. Students will develop their knowledge on strengthening a student athlete's daily performance and team achievement in athletics.

AC-5006 - Sport Nutrition

Semester Credits: 3 Weeks: 8

In this course, students will explore the principles, background, and rationale for current nutritional guidelines for athletes. Using a physiological basis, students will explore the science behind sport nutrition. Students will also develop

a practical, comprehensive understanding as it relates to sport and the influence of nutrition on exercise performance, training, and recovery.

AC-5002 - Legal Aspects in Coaching

Semester Credits: 3 Weeks: 8

This course will help you to develop an understanding of how law and legal precedence is applied within interscholastic sport settings. While you are likely to work in an organization with its own legal counsel, you also need to develop awareness of the legal obligations and implications of your role. In this course, you will analyze specific athletic dilemmas based on common situations and current events.

AC-5000 - Leadership in Coaching Today's Athlete

Semester Credits: 3 Weeks: 8

Coaches face a wide array of tough decisions and need effective leadership and management skills to plot a successful course for their schools. In this course, students will investigate the methods, principles, and decision-making responsibilities of a coach. Through readings, interactive discussions, and independent activities, students will have the opportunity to equip themselves with skills in leadership, management, communication, and curriculum development, and they will apply these skills by taking on the role of a head coach and tackling some of the problems involved in coaching student athletes in today's society.

BBA Courses

BBA-4025 - Introduction to Basic Statistical Analysis

Semester Credits: 3 Weeks: 8

In this undergraduate level course, students will learn statistical techniques that may be useful for analyzing quantitative data in business practice. Students will also become familiar with setting up and using technology tools to conduct statistical analysis. Topics include Descriptive Statistics, one and two sample Hypothesis Testing, Probability, Correlation and Regression, and Nonparametric Techniques.

BBA-4020 - The Dimensions of Global Business

Semester Credits: 3 Weeks: 8

This course involves the study of international commerce, trade, and worldwide cultural/economic influences on the international business environment. Students will study theories and practices which are the foundation for understanding business in the global marketplace. Course concepts will include: global strategies, comparative country selection, operations, finance, trade, marketing, supply chain management and international challenges.

BBA-4019 - Ethics in Business

Semester Credits: 3 Weeks: 8

Ethics and social responsibility are terms frequently applied to business practices that deal with all enterprise stakeholders' moral behavior. Assignments require students to explore the responsibilities of a business, and the individuals within the business and their ethical responsibilities. Students will review ethical business issues as applied to global, governmental, environmental, and personal rights. The effects of business ethics on the employee, firm, consumer, and society will also be investigated.

BBA-4010 - Manufacturing Systems

Semester Credits: 3 Weeks: 8

A major portion of organized human effort is devoted to transforming material into useful products through systems of manufacturing. Manufacturing systems have evolved over time and now integrate the advances of other disciplines to meet the end-use requirements of the product or customer requirements. The use of robotics and other integrated technologies have changed the role of individuals and teams in this transformation process. Students in this course will examine how manufacturing and the production of goods are accomplished.

BBA-4009 - Administrative Office Management**Semester Credits: 3 Weeks: 8**

Organizations of all types and sizes - for-profit, nonprofit, professional, small, medium, large, traditional, or entrepreneurial – have a significant administrative component. Administrative assistants, executive assistants, accountants, technology staff, project leaders, managers, and executives are examples of employees who work in an administrative environment. Employees at all levels need to understand management concepts, particularly how to develop employees for success.

BBA-4007 - Retail Management**Semester Credits: 3 Weeks: 8**

Retailing is merchandising to the general public. Retail Management involves operations, merchandise development, product management, and superior supply chain delivery. The Retail Management course examines organizational hierarchy, managerial tools, processes, and methods of product distribution from producer to consumer through the retail establishment. The course comprises a thorough review of the latest techniques in retail management including analytical tools for merchandising, site selection, and all phases of store operations and planning. Concepts cover buying behaviors, retail strategies, planning, legal ethical implications, and operation processes.

BBA-4005 - Career Management and Personal Marketing**Semester Credits: 3 Weeks: 8**

This course covers career planning, self-assessment, career exploration, and career decision-making as well as résumé and cover letter preparation. The job search process is viewed from the perspective of determining the job market and researching prospective employers. The concepts of building a system that works, developing a sound strategy, creating effective collateral, and using targeted methods and tools to obtain interviews are introduced using a job manual to increase demand for the student's skills and abilities. The course extends across several critical methods for successful job searches including résumé building, targeting, and job sources.

BBA-4004 - Supervisory Management**Semester Credits: 3 Weeks: 8**

Supervision differs from management, which may be several organizational levels removed from the daily task being completed. Supervision is the one-on-one interaction between the supervisor who is directing the activity and the one who is responsible for doing the activity. Supervision is the art of getting things done by working with and through people at the level of specific tasks. In this course, students will explore supervisory managerial skills, leadership qualities, communication, employee motivation, recruitment, and employee performance maximization. Students are provided opportunities to examine strategies and philosophies through readings, assignment preparation, and practical examinations of supervisory approaches based upon respected practitioners.

BBA-4003 - Money, Banking, and Business Finance**Semester Credits: 3 Weeks: 8**

This course begins with an examination of the financial system. Central to the financial system is the banking system,

which accepts deposits from savers and in turn creates loans for borrowers. The borrowers fuel our economy as the financial capital supports real investment in support of business activity. Students in this course will examine the valuation of two important types of financial securities - bonds and stocks. These securities are long-term in nature with the issuing party selling the securities to raise financial capital. Students will study the different types of financial statement data and the related analysis that guides business managers.

BBA-4002 - Essentials of Human Resources Management

Semester Credits: 3 Weeks: 8

The single most important resource in any organization is the people: the human resource (HR). This course focuses on the understanding and management of human resources to assist the student in understanding the principles, policies, and practices related to the procurement, development, maintenance, and, utilization of human resources. Students will examine environmental planning influences, legislation influencing human resource management (HRM), job specification methods, and recruiting policies.

BBA-4000 - Essentials of Marketing

Semester Credits: 3 Weeks: 8

Marketing is the core of business operations. It is an organizational philosophy and a set of guiding principles for interacting with customers, competitors, collaborators, and the environment. Students in this course will examine the concepts and models of pricing, promotion, and distribution of ideas, goods, and services, customer targets, marketing strategies, and implementation programs that satisfies consumers' needs. Students will build a foundation in the skills required by business to produce and market a product or service.

BBA-3004 - Economics

Semester Credits: 3 Weeks: 8

To understand business functions, it is important to understand the microeconomic organization (the business) operating within a larger macroeconomic system (the economy). This course examines economic theory as it relates to pricing and supply and demand. Also, the course covers money and banking as well as production, income, and employment.

BBA-3003 - Computer Information Systems

Semester Credits: 3 Weeks: 8

This course provides an overview of the scope and capabilities of computer information systems in today's digital environment. Students will examine the various hardware, software, and data communication components of information technology to include terminology, applied function, and performance aspects. Students will also explore current trends and future directions and advancements involving information technology.

BBA-3001 - Basic Business Law

Semester Credits: 3 Weeks: 8

This course will familiarize students with basic legal principles that affect the everyday procedures in business. The student will understand how to apply legal principles in real world situations by utilizing the practical knowledge learned. Laws of contracts will also be examined as the foundation of the legal regulation of business.

Business and Technology Management

BTM-8109 - Planning Dissertation Research in Business

Semester Credits: 3 Weeks: 8

Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation process and aids to successfully complete a dissertation, including self-care and time management.

BTM-8108 - Qualitative Research Design**Semester Credits: 3 Weeks: 8**

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

BTM-8107 - Statistics II**Semester Credits: 3 Weeks: 8**

This course is an advanced examination of statistical analyses commonly used for research in business. It prepares the doctoral student with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include basic statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric and nonparametric tests. Specific analyses include correlation, regression (simple, multiple, and logistic), basic ANOVA and advanced ANOVA techniques.

BTM-8106 - Quantitative Research Design**Semester Credits: 3 Weeks: 8**

Prerequisites: BTM-8103 and BTM-8104

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies, and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

BTM-8104 - Statistics I**Semester Credits: 3 Weeks: 8**

This course provides an introductory exploration of statistics for the doctoral student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

BTM-8103 - Research Design**Semester Credits: 3 Weeks: 8**

In this course, the student acquires the basic skills necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The student will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and principles intrinsic to research paradigms, study designs, and methods of inquiry are presented to empower the student's ability to formulate and respond to research questions. The resources listed below from the Northcentral University Dissertation Center are critical resources throughout the whole research process – students are highly encouraged to become deeply familiar with the resources from the Northcentral University Dissertation Center.

BTM-7303 - Research Methods

Semester Credits: 3 Weeks: 12

This graduate-level introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data. You will also identify what criteria are needed for a quality research project and whether a research study is aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.

BTM-7300 - Scholarly Literature Review**Semester Credits: 3 Weeks: 12**

This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to (a) conduct effective literature searches, specifically in preparation for the dissertation, (b) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and (c) critically review and write about underlying theory/conceptual frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation.

BTM-7109 - Planning Dissertation Research in Business**Semester Credits: 3 Weeks: 8**

Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation process and aids to successfully complete a dissertation, including self-care and time management.

BTM-7108 - Qualitative Research Design**Semester Credits: 3 Weeks: 8**

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

BTM-7106 - Quantitative Research Design**Semester Credits: 3 Weeks: 8**

Prerequisites: BTM-7102, BTM-7104

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies, and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

BTM-7104 - Statistics I**Semester Credits: 3 Weeks: 8**

This course provides an introductory exploration of statistics for the doctoral student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

BTM-7103 - Research Design

Semester Credits: 3 Weeks: 8

In this course, the student acquires the basic skills necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The student will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and principles intrinsic to research paradigms, study designs, and methods of inquiry are presented to empower the student's ability to formulate and respond to research questions. The resources listed below from the Northcentral University Dissertation Center are critical resources throughout the whole research process – students are highly encouraged to become deeply familiar with the resources from the Northcentral University Dissertation Center.

BTM-7101 - Doctoral Studies in Business

Semester Credits: 3 Weeks: 8

This course is the first step in transitioning from knowledge consumer to knowledge producer. Scholar-practitioners will learn to use business theory, advance scholarly inquiry, aid business practices, and form realistic program completion goals. Preparation will be done in the context of an examination of modern trends in business theory.

BUS-7331 - Directed Qualitative Research

Semester Credits: 3 Weeks: 8

In this course, students will apply their knowledge of qualitative research design and methodology to produce a draft of their first formal dissertation deliverable: the Prospectus.

BUS-7330 - Qualitative Business Research Design & Methodology

Semester Credits: 3 Weeks: 12

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

BUS-7321 - Directed Quantitative Research

Semester Credits: 3 Weeks: 8

In this course, students will apply their knowledge of quantitative research design and methodology to produce a draft of their first formal dissertation deliverable: The prospectus.

BUS-7320 - Quantitative Business Research Design & Methodology

Semester Credits: 3 Weeks: 8

This course provides scholar-practitioners with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies, and interpreting the results of data analyses. Scholar-practitioners will explore designs and statistical techniques to use with their envisioned dissertation research.

BUS-7310 - Introduction to Business Research Design & Methodology Development

Semester Credits: 3 Weeks: 12

In this course, scholar-practitioners will be introduced to the skills and tools necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The scholar-practitioner will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and

principles intrinsic to research paradigms, study designs, and methods of inquiry are presented to empower the ability to formulate and respond to research questions and to craft a comprehensive literature review.

BUS-7300 - Scholarly Business Communication

Semester Credits: 3 Weeks: 8

It is important for business scholars to be able to communicate clearly and efficiently with a wide range of audiences and in a variety of situations. This course is designed to aid scholar-practitioners in reaching their audiences and ensuring their message is delivered and understood. Topics include both professional and scholarly communication useful to the business scholar-practitioner.

BUS-7200 - Business Statistics

Semester Credits: 3 Weeks: 12

This course serves as an extensive exploration of statistics for the business scholar-practitioner. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. Also included is an advanced examination of statistical analyses commonly used for research in business applications. Business scholar-practitioners will gain the skills required to plan, conduct (using Excel), report, and interpret quantitative statistical analyses.

BUS-7130 - Business Leadership & Strategy

Semester Credits: 3 Weeks: 8

Good plans aligned against clear strategic goals can help business leaders achieve those goals. This course is an overview of the theories involved in strategic planning to aid business. Students will explore the difference between strategic thinking and strategic planning, how to choose a strategy that is right for each business, and how to design a strategic plan. This course will investigate how to analyze customers and the competition and ask key questions that help design the most effective strategic plan for each business.

BUS-7120 - Business Financial Systems

Semester Credits: 3 Weeks: 8

The allied fields of economics, accounting, and finance are key areas where a highly knowledgeable leader can greatly contribute to the success of a business. Financial professionals secure and manage the money needed to run a business; economists determine how markets will react in certain situations; and accountants provide analysis and accountability to the entire process. In this course, scholar-practitioners will work towards information fluency in theories related to these critical knowledge areas.

BUS-7110 - The Business Environment

Semester Credits: 3 Weeks: 8

It is important for scholar-practitioners to understand both the internal and external influences on business—the business environment. In this course, students will examine theories related to those environmental factors including business ethics, international business, and marketing. Internal environmental factors include management and organizational behavior.

BUS-7101 - Changing Times: Business Administration in the 21st Century

Semester Credits: 3 Weeks: 8

This course serves as an introduction to the PhD–BA and DBA program and as the foundation for further doctoral-level study in business. The PhD–BA and DBA degree are designed to encourage students to become scholar-practitioners,

using business theory to inform further scholarly inquiry and positively impact business practices. Students will examine requirements for the degree—including each milestone and deliverable—and will develop a plan for achieving their academic and research goals. This preparation will be done in the context of an examination of modern trends in business theory and in beginning the transition from being consumers of knowledge to being producers of knowledge.

Business Research

APR-7002 - Applied Qualitative Analysis

Semester Credits: 3 Weeks: 8

Explores the role of qualitative research in management fields. Principles of qualitative research; use of electronic data gathering and coding techniques; transcription approaches; introduction to qualitative analysis programs. Focus on techniques including, focus groups, phenomenology, case study research, content analysis, and action research

APR-7001 - Applied Quantitative Reasoning

Semester Credits: 3 Weeks: 8

Techniques for understanding, analyzing, and interpreting quantitative data. Concepts and application of descriptive statistics; introduction to sampling and probability theory; introduction to statistical analysis software; basic and intermediate inferential tests of means correlations, proportions, and variances; non-parametric methods.

APR-7000 - Applied Research Methods

Semester Credits: 3 Weeks: 8

Intermediate course in empirical methods of research used in management fields; evaluating published research; planning a research study; skill development in problem identification, writing problem statements, and hypothesis testing; methods of data collection; and research design

Child and Adolescent Developmental Psychology

PSY-6710 - Internship in Child and Adolescent Developmental Psychology

Semester Credits: 3 Weeks: 8

Students seeking a master's degree in Child and Adolescent Developmental psychology may opt to complete their degree by taking an internship in Child and Adolescent Developmental psychology instead of the Capstone course. During the internship experience, students will meet weekly with their assigned NCU professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

PSY-6709 - Capstone in Child and Adolescent Developmental Psychology

Semester Credits: 3 Weeks: 8

The Capstone course in Child and Adolescent Developmental Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Child and Adolescent Developmental Psychology.

PSY-6708 - ADHD and Autistic Spectrum

Semester Credits: 3 Weeks: 8

This course evaluates two prevalent neurodevelopmental disorders: Attention-deficit hyperactivity disorder (ADHD) and autism spectrum disorders (ASD) that present in Child and Adolescent Developmental psychology settings. You will examine theoretical underpinnings and research in ADHD and ASD. You also will examine various diagnostic approaches, their origins, and interventions as applied to each disorder. You also will learn about the combined effects of ADHD and ASD.

PSY-6705 - Child and Adolescent Psychopathology

Semester Credits: 3 Weeks: 8

This course explores the etiology of child and adolescent behavior disorders. Students will examine the sociobiocultural influences on abnormal child and adolescent development. Theoretical underpinnings and classifications of abnormal child and adolescent development including familial attributes will be explored.

PSY-6704 - Child and Adolescent Gender Development

Semester Credits: 3 Weeks: 8

This course is designed to provide a basic understanding of gender development in children and adolescents. Students will explore theoretical explanations of gender development and the latest research on this topic. They also will learn how cognitive, social, biological, and cultural influences impact gender development, identity, and perception into adolescence.

PSY-5706 - Ethics in Development Psychology

Semester Credits: 3 Weeks: 8

This course provides you with an opportunity to apply the Ethical Principles specifically in the setting of Child and Adolescent Developmental Psychology. You will develop an understanding of basic ethical concepts in the framework of Child and Adolescent Developmental Psychology. This course also emphasizes the importance of knowing state laws and regulations, which may differ from the ethics standards established by the American Psychological Association or other national organizations. You also will assess the impact of culture and personal values on professional behavior in the area of Child and Adolescent Psychology.

PSY-5703 - Child and Adolescent Development

Semester Credits: 3 Weeks: 8

This course focuses on physical, cognitive, and psychosocial development from childhood through adolescence. Students will gain an understanding of the physical, cognitive, and psychosocial development that occurs during childhood and adolescence, guided by theories of human development and scholarly literature. Diverse factors that protect, promote, and pose risks to development will be considered. This course will provide students an opportunity to strengthen their information literacy skills, build upon their academic writing skills, and reflect on interventions that promote development for children and adolescents.

PSY-5702 - Pre-Natal and Early Childhood Development

Semester Credits: 3 Weeks: 8

Prenatal and early childhood development comprises multiple processes, including physical and biological, cognition and language, and socioemotional development. During this course, students will trace the development of each of these processes throughout the prenatal and early childhood periods. Using discipline related research skills; students will analyze the latest research in the field, and will emerge with a grounding not only in classic theory but also in

current research directions. The diverse social context in which development occurs will also be critically examined, including how the role of family, school, and peers impacts development.

PSY-5701 - Foundations of Child and Adolescent Developmental Psychology

Semester Credits: 3 Weeks: 8

This course is an introduction to graduate studies in child and adolescent development. In this course, current and historical theories, major developmental principles, and research in child and adolescent development will be explored. In addition, graduate-level skills—such as academic integrity, effective use of the Northcentral Library, comprehension of complex scholarly texts and research articles, and use of APA format and style in professional communication—are also introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

Computer and Information Security

CIS-7010 - Disaster Recovery and Contingency Planning for the Security Professional

Semester Credits: 3 Weeks: 8

The attacks that occurred on September 11, 2001 (9/11) brought organizational disaster recovery strategy into the spotlight. This course provides students with the background knowledge and skills they need to develop effective disaster prevention and recovery capabilities in various organizations. Students will be able to demonstrate an understanding of the principles of disaster recovery planning for physical security consideration, host applications, and network security measures.

CIS-7009 - Information Assurance from Legal and Ethical Issues

Semester Credits: 3 Weeks: 8

This course will review information assurance concepts from both legal and ethical viewpoints and how they impact Information Technology (IT) professionals. Students will carefully examine how IT professionals utilize ethical decision making techniques with regards to IT security, common types of computer security attacks, privacy protection, the impact of IT on the quality of life, freedom of expression, intellectual property, employer and employee relations, and other key ethical issues.

CIS-7008 - Advanced Risk Management in Information Assurance and Security

Semester Credits: 3 Weeks: 8

Students in this course will review information assurance and security concepts that impact the information technology (IT) industry as whole. The challenges associated with assessing and implementing computer security are a global issue. In this course, an overview of the subject of information technology system security will be presented including the nature of risk and its application to information system security, threats, and vulnerabilities. The student will be required to strive for the highest levels of knowledge in the field of risk management and information assurance.

CIS-7007 - Information Security and Outsourcing Computer Systems

Semester Credits: 3 Weeks: 8

In this course, students evaluate the risks related to information technology(IT) outsourcing, exploring how to recognize, examine, minimize, and manage these risks. The costs and benefits in the areas of IT today, namely outsourcing and security will be examined. Students will be able to successfully analyze the tangible and intangible

costs and benefits associated with outsourcing and off shoring IT and Information Security functions, which will in turn assist in making business and technical decisions.

CIS-7006 - Foundations of Computer Network Auditing

Semester Credits: 3 Weeks: 8

This course will enable students to analyze the foundations of Information Technology (IT) auditing and control. Students will evaluate the role of IT governance and how it may apply to new and existing systems. This course will help Students to understand application system life cycle risks, analyze auditing of global IT operations, and assess the legal environment and how organizations conduct due care and follow best practices when auditing IT systems.

CIS-7005 - Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism

Semester Credits: 3 Weeks: 8

In this course, students will examine critical infrastructure protection, information warfare, cyber terrorism, and evolving U.S. policy response to attacks. The primary focus is cyber terrorism, which is an emerging mode of information warfare that exploits civilian and military systems' inherent vulnerabilities. Cyber terrorism's broad reach affects national and global security. This course will focus on the human and technological aspects of cyber terrorism.

CIS-7003 - Cyber Forensics

Semester Credits: 3 Weeks: 8

In this course, students will be introduced to the field of advanced cyber forensics. Students will review various tools, techniques, and steps needed for a successful forensic investigation. In addition, students will examine various legal regulations that impact the collection of data, the importance of federal rules of evidence, and the critical requirement of evidence admissibility in a court of law.

CIS-7002 - Organizations Corporate Computer and Network Security

Semester Credits: 3 Weeks: 8

In this course, students are introduced to critical security concepts that organizational executives need to understand. Students will examine vulnerabilities such as sabotage, financial fraud, electronic attacks, blended attacks, and other malicious activity that must be understood for policy to be developed to minimize these attacks. In addition, students in this course will review countermeasures, such as access controls and biometrics, and finally develop a security plan to protect the organization.

CIS-5010 - Contingency Planning and Disaster Recovery for the Security Professional

Semester Credits: 3 Weeks: 8

The course provides a thorough strategy to guide students with the background knowledge and skills they need to develop effective disaster prevention and recovery plans and processes in a professional setting. Students will be able to demonstrate the basic principles of disaster recovery, data recovery, contingency planning, and maintenance planning.

CIS-5009 - Legal and Ethical Issues in Information Security

Semester Credits: 3 Weeks: 8

The course provides an overview of ethics and how ethics affect IT professionals and IT users. Students study how IT professionals and IT users are faced with ethical decisions regarding IT security, common types of computer security

attacks, privacy protection, the impact of IT on the quality of life, freedom of expression, intellectual property and employer and employees issues including the key ethical issues associated with the use of contingent works.

CIS-5008 - Risk Management in Information Assurance and Security

Semester Credits: 3 Weeks: 8

The challenges associated with assessing and implementing computer security is an ongoing issue. In this course, an overview of the subject of information technology system security will be presented to discover how to effectively assess and implement security in information technology by abiding by a structured and information-centric process. The student will examine the nature of risk and its application to information system security, threats, and vulnerabilities and assessing risk variables. Information states, the security life cycle, and safeguard analysis will also be covered. In addition, the CIA (confidentiality, integrity and availability) model, as a central mechanism to protect information, will be explored in real world settings.

CIS-5005 - Cyber terrorism, Information Warfare, and Critical Infrastructure Protection

Semester Credits: 3 Weeks: 8

In this course, students will examine the basics of information warfare. The U.S. economy's infrastructure increasingly relies on its service and high technology sectors. This critical infrastructure is vulnerable to a host of threats. Cyber terrorism is an emerging mode of information warfare exploiting civilian and military systems' vulnerabilities thereby affecting national and global security. This course examines the dangers of, and U.S. response to, cyber terrorism.

CIS-5004 - Introduction to Systems Certification and Accreditation

Semester Credits: 3 Weeks: 8

This course provides guidance on principles that must exist in order to establish and maintain a certification and accreditation program. Students will explore the required processes for accreditation and certification programs including project planning, system inventory, system security plans, risk assessment, security procedures, certification testing, documentation of accreditation decisions, and coordination of security for interconnected systems. The course will also provide the student with a more thorough understanding of what a complete certification and accreditation program can do to benefit an organization. A framework for a systems certification and accreditation program will be developed.

CIS-5003 - Cyber Forensics: Collecting, Examining, and Preserving Evidence of Computer and Information Crimes

Semester Credits: 3 Weeks: 8

The purpose of this course is to provide a comprehensive, highly usable, and clearly organized approach to the issues, tools, and control techniques needed to successfully investigate illegal activities perpetuated through the use of information technology. It introduces the student to the broad field of cyber forensics and presents the various tools and techniques designed to maintain control over an organization. The students will acquire the ability to identify, gather, document, and preserve evidence of electronic tampering and misuse. The student will create appropriate audit procedures and help the professional protect corporate assets.

CIS-5002 - Corporate Computer and Network Security

Semester Credits: 3 Weeks: 8

This course presents a framework about security threats and security management in corporations. It covers the techniques and mechanisms designed to thwart security threats as well as known methods for exploiting vulnerabilities. Concentration will be placed on the management of the security functions, elements of cryptography and cryptographic

systems, access control and site security, incident and disaster response, TCP/IP and how hackers use it to attack organizations, attack methods, attack prevention systems (firewalls and host security), and application security.

CIS-5000 - Introduction to Computer Security

Semester Credits: 3 Weeks: 8

The purpose of this course is to introduce the fundamentals of computer and network security administration. This is required as the first specialization course for computer and information security students. This requirement is waived for students holding a current valid CISSP credential. Students evaluate and apply security considerations and scenarios in each of the ten security domains embodied in the Certified Information Systems Security Professional (CISSP) and complete practice exams in each of these areas. Students will complete an exam simulation of the full CISSP certification exam as the capstone activity for the course.

Criminal Justice

CJ-8010CAGS - Criminal Justice

Semester Credits: 3 Weeks: 8

Students will create a comprehensive research project that seeks to develop a unique solution to a stated, real or hypothetical issue within the field of criminal justice that incorporates analysis, synthesis, and evaluation of research methods. Evaluation of peer-reviewed journal articles will include research studies, real-world scenarios, reports, and any other scholarly, peer-reviewed data. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.

CJ-7105 - Public Policy and Criminal Justice

Semester Credits: 3 Weeks: 8

In this doctoral level course, students will examine public policy and criminal justice. Students will analyze the various significant policy models used in the criminal justice system. Students will assess how various participants such as politicians, the police, and the corrections sector impact criminal justice public policy. Students will specify how the media influence criminal justice public policy. Finally, students will evaluate how the courts shape criminal justice public policy.

CJ-7104 - Strategic Planning and Implementation

Semester Credits: 3 Weeks: 8

Strategic planning is necessary for effectively planning both current and future organizational goals. This course will allow students to examine the tools and skills needed in the strategic planning process while understanding the importance of the planning process. The course will also strengthen students' ability to analyze, develop, and implement strategic plans as well as manage the change process in criminal justice agencies. Several criminal justice agencies will be examined within the course to provide students with the widest perspective possible.

CJ-7103 - Civil and Criminal Liability

Semester Credits: 3 Weeks: 8

In this doctoral level course, students will examine civil liability and criminal liability. Students will evaluate the burden of proof with civil liability and the burden of proof with criminal liability. Students will examine the various civil liabilities and criminal liabilities under federal and state law. Students will specify the different defenses to civil

liability and criminal liability. Finally, students will assess the remedies in civil liability and the punishments in criminal liability.

CJ-7102 - Theory in Justice Administration

Semester Credits: 3 Weeks: 8

In this course, students will analyze the internal organizational structure, roles and functions in criminal justice agencies. Students will examine the theoretical and research issues related to nature and causes of crime. Students will apply administrative and managerial concepts, and theories to demonstrate competencies in this area. Students will also learn to formulate policies for coordination and control procedures. Students will integrate theory and practice to evaluate best methods to improve overall performance of the agency.

CJ-7101 - Management Issues in Justice Agencies

Semester Credits: 3 Weeks: 8

This course examines current management issues within the criminal justice field. Selected concepts and skills needed to address issues and problems confronting the criminal justice system will be explored. Issues such as the societal and cultural changes affecting criminal justice agencies, public outcry after officer-involved shootings, the requirement for body cameras and the cultural movement of "black lives matter" will be discussed. In addition, students will gain in-depth exposure to the application of theoretical and administrative principles.

CJ-7015 - White Collar Crime

Semester Credits: 3 Weeks: 8

This course surveys the multiple applications of white collar crimes based on criminological theories and opportunity perspectives, the social distribution of the offenders, and the effects on the global economy. Student will also critique the investigative methods and preventive measures of white collar crime. The student will identify the victims, the offenders and evaluate the effectiveness of current laws based on current cases dealing with corporate fraud, insider trading, banking cross-selling, and financial service abuses.

CJ-7011 - Ethics and Criminal Justice

Semester Credits: 3 Weeks: 8

This course provides a comprehensive review of how ethics and critical thinking play a role in policing and administrative management of law enforcement. The ethical challenges faced by police officers at various levels of command and the systems in place to prevent unethical practices by law enforcement will be explored. The ethical obligations in crime scene investigation, evidence handling and police officer testimony in court will also be addressed in this course.

CJ-7010 - Effective Police Tactics, Techniques, and Methodologies

Semester Credits: 3 Weeks: 8

This course will examine police tactics, techniques, and methodologies exposing the student to best practices including evidence collection, agency collaboration, and jurisdictional requirements. The student will develop a keen understanding of the latest techniques and technologies that may be employed in a criminal investigation as well as the research and development techniques used to generate new tactics and methodologies with a primary focus on forensic science.

CJ-7009 - Institutional Corrections

Semester Credits: 3 Weeks: 8

This course provides students an opportunity to examine, in depth, the state of the American Penal System from minimum security work camps, which are free of guard towers, searchlights, and fences to the nation's most famous maximum security prison – Super Max. The course begins with a history of jails in America and follows their development to the modern era. Students will also be required to evaluate the current institutional state of the corrections system in the United States.

CJ-7006 - Illegal Maritime Narcotics and Migrant Smuggling**Semester Credits: 3 Weeks: 8**

In this course, the student will explore concepts of global narcotics and migrant smuggling efforts in the maritime environment. Students will also identify problem regions for drug, migrant, and human trafficking within the United States and in foreign countries. The student will evaluate investigative methods and cooperation between national and international law enforcement as well as the United Nations and non-government organizations in reducing illegal smuggling and trafficking.

CJ-7002 - Delinquency and Criminal Justice**Semester Credits: 3 Weeks: 8**

In past years the Justice Department has reported a significant increase in violence among teenagers and other youths. This increase appears to have contributed to a nationwide crime spike. This Doctoral level course provides an examination of the causes of this increase in juvenile delinquency including social, economic, and cultural factors. Students will explore national strategies to address this issue, their effectiveness and future application.

CJ-5101 - Introduction to Criminal Justice**Semester Credits: 3 Weeks: 8**

In this course, students will explore the different components of the criminal justice system in the United States. Through a legal, criminological, historical, and societal perspective, the foundations of crime and justice, police, courts, corrections, and juvenile justice will be evaluated. Special attention will be given to police, court, and corrections from arrest to conviction. Students will examine concepts of ethics and discuss current issues in the criminal justice system. Integration of technology such as databases and the use of technology in policing and corrections will be studied.

CJ-5011 - Survey of Forensic Sciences**Semester Credits: 3 Weeks: 8**

In this course the students will learn about the historical development of forensic science, and the application of different forensic disciplines in criminal investigations. Categories of physical evidence and the scientific method will be explored. Students will learn the basics of processing a crime scene. DNA and Forensic serology, fingerprints, firearm examination and ballistics, tool mark impression, shoe and tire impressions, as well as fire and explosive investigations will be introduced. Crime scene reconstruction with bloodstain pattern analysis and a look into computer forensics and mobile device forensics will be presented.

CJ-5007 - Current Issues in Law Enforcement**Semester Credits: 3 Weeks: 8**

This course provides students with the opportunity to investigate the most important issues facing the leadership of the nations' local, state, and federal law enforcement agencies. Major problems such as drug enforcement, organized crime, white-collar crime, and the war on terrorism and cooperation among law enforcement, first responder, and health officials provide the core focus of student efforts.

CJ-5006 - Drugs, Values, and Society

Semester Credits: 3 Weeks: 8

Students in this course will examine the nature and extent of criminal and non-criminal drug abuse, as well as the causes and prevention. Particular attention will be given to the sociological aspects of values and the effects of drugs in our society. We will examine drug abuse as both a social problem and a law enforcement issue. In addition to the sociological aspects of drug abuse, we will examine drug enforcement and narcotics control investigative tactics and techniques.

CJ-5004 - Organized Crime

Semester Credits: 3 Weeks: 8

This course provides students with an opportunity to examine the various types of white collar crime, methods of detection, investigation, and the social impact of such crimes. The specifics of organized crime such as family structure, revenue sources, and investments will be introduced. The differences and common bonds between organized and white collar crime will be evaluated. Students will also evaluate the political influences in organized crime and cases related to white collar crimes.

CJ-5002 - Juvenile Offender

Semester Credits: 3 Weeks: 8

This course introduces the history of adolescence, delinquency, and the U.S. juvenile justice system. Philosophies such as *parens patriae* and multiple theories on the causes of juvenile justice will be evaluated. Students will assess rules of law, police, court, and correction issues related to youth offenders. Additional topics include abuse of drugs, gang activity, gender, family, schools, and delinquency. Juvenile justice programs in other countries will be evaluated.

CMP-9600CJ - DCJ Comprehensive Portfolio

Semester Credits: 3 Weeks: 8

The design of the portfolio course allows students to work collaboratively with faculty members to create a comprehensive portfolio of their work and achievements thus far. This portfolio will showcase the student's abilities. Key competencies will be demonstrated by portfolio artifacts including in the areas of ethics and social responsibility, theory and research in business and in the specialization, problem detection, global understanding, and professional competency. Students will present their dissertation concept paper as part of the portfolio.

Doctoral Sequence

DCP-8003 - Dissertation Intensive

Semester Credits: 2 Weeks: 6

This course allows maximum engagement and interaction between DCP faculty, support services staff, and cohort groups. You will develop a sense of urgency and strategies for being academically successful. The course allows you to find cohort members and allows faculty to teach students strategies for success. You will learn to integrate work from their other DCP bridge courses to help solidify their study design, methodology, and approach while formulating the information in the context of the available literature.

*Note – Students should work with their Academic and Finance Advisor for scheduling the enrollment start date of the course to align and plan the travel requirements of the intensive session.

DCP-8002 - Designing Scholarly Research

Semester Credits: 3 Weeks: 12

Prerequisites: You will enroll in this course after successfully completing DCP-8001 - Scholarly Writing and Synthesis of Literature

You will explore research designs and analytical techniques you may plan to use with your envisioned dissertation research. You will review the skills and tools necessary for data collection, interpretation and application of quantitative, qualitative, and mixed methods research. You also will complete the required CITI ethics training. This course is designed to build upon prior doctoral-level research coursework.

DCP-8001 - Scholarly Writing and Synthesis of Literature**Semester Credits: 3 Weeks: 12**

This course builds upon previous doctoral coursework to assist you in creating a synthesized review of current, peer-reviewed literature focused on your eventual dissertation topic. You will develop effective literature search strategies. Techniques to synthesize and organize research literature will be addressed. You will practice scholarly writing skills reflecting synthesis of divergent viewpoints and contrasting perspectives. University resources that support the dissertation process will be discussed.

DIS-9904A - The Dissertation Manuscript and Defense**Semester Credits: 3 Weeks: 12**

In this dissertation course students work on completing Chapters 4 and 5 and the final Dissertation Manuscript. Specifically, students will complete their data analysis, prepare their study results, and present their findings in an Oral Defense and a completed manuscript. A completed, Committee approved (against the minimum rubric standards) Dissertation Manuscript and successful Oral Defense are required to complete the course and graduate. Students who do not receive approval for either or both their Dissertation Manuscript or defense can take up to three supplementary 8-week courses to finalize and gain approval of either or both items as needed.

DIS-9904B - The Dissertation Manuscript and Defense Supplemental**Semester Credits: 3 Weeks: 8**

Students enrolled in this course will work on completing Chapters 4 and 5 and the final Dissertation Manuscript. Specifically, students will complete their data analysis, prepare their study results, and present their findings in an oral defense and a completed manuscript. A completed, committee approved (against the minimum rubric standards) Dissertation Manuscript and Defense are required to complete the course and graduate. Students who do not receive approval for either or both their Dissertation Manuscript or defense will be enrolled in DIS-9904C to finalize and gain approval of either or both items as needed.

DIS-9904C - The Dissertation Manuscript and Defense Supplemental**Semester Credits: 3 Weeks: 8**

Students enrolled in this course will work on completing Chapters 4 and 5 and the final Dissertation Manuscript. Specifically, students will complete their data analysis, prepare their study results, and present their findings in an oral defense and a completed manuscript. A completed, committee approved (against the minimum rubric standards) Dissertation Manuscript and Defense are required to complete the course and graduate. Students who do not receive approval for either their Dissertation Manuscript or defense will be enrolled into DIS-9904D

DIS-9904D - The Dissertation Manuscript and Defense Supplemental**Semester Credits: 3 Weeks: 8**

Students enrolled in this course will work on completing Chapters 4 and 5 and the final Dissertation Manuscript.

Specifically, students will complete their data analysis, prepare their study results, and present their findings in an oral defense and a completed manuscript. A completed, committee approved (against the minimum rubric standards) Dissertation Manuscript and Defense are required to complete the course and graduate. Students who do not receive approval for either their Dissertation Manuscript or defense will be removed from the program.

DIS-9903A - Institutional Review Board (IRB) and Data Collection

Semester Credits: 3 Weeks: 12

Students in this course will be required to prepare, submit, and obtain approval of their IRB application, collect data, and submit a final study closure form to the IRB. Students still in data collection at the end of the 12-week course will be able to take up to two supplementary 8-week courses to complete data collection and file an IRB study closure form.

DIS-9903B - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 Weeks: 8

Students enrolled in this course will be required to prepare, submit, and obtain approval of their IRB application, collect data, and submit a final study closure form to the IRB. They then will be enrolled in DIS9904A. Students still in data collection at the end of this course will be enrolled in DIS9903C to complete data collection and file an IRB study closure form.

DIS-9903C - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 Weeks: 8

Students enrolled in this course will be required to prepare, submit, and obtain approval of their IRB application, collect data, and submit a final study closure form to the IRB. They then will be enrolled in DIS9904A. Students still in data collection at the end of this course will be removed from the program.

DIS-9903D - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 Weeks: 8

Students enrolled in this course will be required to prepare, submit, and obtain approval of their IRB application, collect data, and submit a final study closure form to the IRB. They then will be enrolled in DIS-9904A. Students still in data collection at the end of this course will be removed from the program.

DIS-9902A - The Dissertation Proposal

Semester Credits: 3 Weeks: 12

Students in this course will be required to work on completing Chapters 1-3 of their dissertation proposal and receive committee approval for the Dissertation Proposal (DP) in order to pass the class. Chapter 2 consists of the literature review. Chapter 3 covers the research methodology method and design and to includes population, sample, measurement instruments, data collection and analysis, limitations, and ethical considerations. In this course, a completed, committee-approved Chapters 2 and 3 are required and, by the end of the course, a final approved dissertation proposal (against the minimum rubric standards). Students who do not receive approval of the dissertation proposal will be able to take up to two supplementary 8-week courses to finalize and gain approval of these requirements.

DIS-9902B - The Dissertation Proposal Supplemental

Semester Credits: 3 Weeks: 8

Students enrolled in this course will be required to complete Chapters 1-3 of their dissertation proposal and receive committee approval for the Dissertation Proposal (DP). Chapter 2 consists of the literature review. Chapter 3 covers the

research methodology to include population, sample, measurement instruments, data collection and analysis, limitations, and ethical considerations. In this course, a completed, committee approved Chapters 2 and 3 are required in addition to a completed, approved dissertation proposal (against the minimum rubric standards) before students may move to DIS9903A. Students who do not receive approval of the dissertation proposal will be enrolled in DIS9902C to finalize and gain approval of these requirements.

DIS-9902C - The Dissertation Proposal Supplemental

Semester Credits: 3 Weeks: 8

Students enrolled in this course will be required to complete Chapters 1-3 of their dissertation proposal and receive committee approval for the Dissertation Proposal (DP). Chapter 2 consists of the literature review. Chapter 3 covers the research methodology to include population, sample, measurement instruments, data collection and analysis, limitations, and ethical considerations. In this course, a completed, committee approved Chapters 2 and 3 are required in addition to a completed, approved dissertation proposal (against the minimum rubric standards) before students may move to DIS9903A. Students who do not receive approval of the dissertation proposal will be dismissed from the program.

DIS-9902D - The Dissertation Proposal Supplemental

Semester Credits: 3 Weeks: 8

Students enrolled in this course will be required to complete Chapters 1-3 of their Dissertation Proposal and receive Committee approval for the Dissertation Proposal (DP). Chapter 2 consists of the literature review. Chapter 3 covers the research methodology to include population, sample, measurement instruments, data collection and analysis, limitations, and ethical considerations. In this course, a completed, Committee approved Chapters 2 and 3 are required, in addition to a completed and approved Dissertation Proposal (against the minimum rubric standards) before students may move to DIS-9903A. Students who do not receive approval of the Dissertation Proposal will be dismissed from the program.

DIS-9901A - Components of the Dissertation

Semester Credits: 3 Weeks: 12

Students in this course will be required to complete Chapter 1 of their dissertation proposal including a review of literature with substantiating evidence of the problem, the research purpose and questions, the intended methodological design and approach, and the significance of the study. A completed, committee approved (against the minimum rubric standards) Chapter 1 is required to pass this course successfully. Students who do not receive approval of Chapter 1 to minimum standards will be able to take up to two supplementary 8-week courses to finalize and gain approval of Chapter 1.

DIS-9901B - Components of the Dissertation Supplemental

Semester Credits: 3 Weeks: 8

Students enrolled in this course are required to complete Chapter 1 of their dissertation proposal, which includes the research problem to be investigated, its background the study's purpose, and supporting evidence for the study's significance. A completed, committee-approved (against the minimum rubric standards) Chapter 1 is required before student may advance to DIS9902A. Students who do not receive approval of Chapter 1 will take DIS9901C to finalize and gain approval of Chapter 1.

DIS-9901C - Components of the Dissertation Supplemental

Semester Credits: 3 Weeks: 8

Students enrolled in this course are required to complete Chapter 1 of their dissertation proposal, which includes the

research problem to be investigated, its background the study's purpose, and supporting evidence for the study's significance. A completed, committee-approved (against the minimum rubric standards) Chapter 1 is required before student may advance to DIS9902A, Students who do not receive approval of Chapter 1 will be dismissed from the program.

DIS-9901D - Components of the Dissertation Supplemental

Semester Credits: 3 Weeks: 8

Students enrolled in this course are required to complete Chapter 1 of their Dissertation Proposal, which includes the research problem, background of the study, purpose of the study, and supporting evidence for the significance of the study. Your Committee must approve (against the minimum rubric standards) Chapter 1 before you may advance to DIS-9902A. Students who do not receive approval of Chapter 1 will be dismissed from the program.

Doctoral Sequence – Business

CMP-9700B - PhD-BA Portfolio

Semester Credits: 3 Weeks: 12

In this course, students will work collaboratively with faculty members to create a comprehensive portfolio of their work and achievements thus far. This portfolio will showcase the student's abilities. Key competencies will be demonstrated by portfolio artifacts including in the areas of ethics and social responsibility, theory and research in the business and in the specialization, problem detection, global understanding, and professional competency. Students will present their dissertation concept paper as part of the portfolio.

Note: Student must repeat the portfolio course if a non-passing grade is earned in CMP-9700B.

CMP-9600B - DBA Portfolio

Semester Credits: 3 Weeks: 12

In this course, students will work collaboratively with faculty members to create a comprehensive portfolio of their work and achievements thus far. This portfolio will showcase the student's abilities. Key competencies will be demonstrated by portfolio artifacts including in the areas of ethics and social responsibility, theory and research in the business and in the specialization, problem detection, global understanding, and professional competency. Students will present their dissertation concept paper as part of the portfolio.

Note: Student must repeat the portfolio course if a non-passing grade is earned in CMP-9600B.

Doctoral Sequence – Education

CMP-9703E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 Weeks: 8

The doctoral comprehensive assessment is intended to give you the opportunity to demonstrate that you have mastered knowledge of your discipline and have the ability to design empirical research as an investigator before moving on to the dissertation research course work and earning candidacy status. You will demonstrate the ability to synthesize empirical, peer-reviewed research in support of all assignments in this course. You will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9702E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 Weeks: 8

The doctoral comprehensive assessment is intended to give you the opportunity to demonstrate that you have mastered knowledge of your discipline and have the ability to design empirical research as an investigator before moving on to the dissertation research course work and earning candidacy status. You will demonstrate the ability to synthesize empirical, peer-reviewed research in support of all assignments in this course. You will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9701E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 Weeks: 8

The doctoral comprehensive assessment is intended to give you the opportunity to demonstrate that you have mastered knowledge of your discipline and have the ability to design empirical research as an investigator before moving on to the dissertation research course work and earning candidacy status. You will demonstrate the ability to synthesize empirical, peer-reviewed research in support of all assignments in this course. You will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9603E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 Weeks: 8

The doctoral comprehensive assessment is intended to give you the opportunity to demonstrate that you have mastered knowledge of your discipline and have the ability to design empirical research as an investigator before moving on to the dissertation research course work and earning candidacy status. You will demonstrate the ability to synthesize empirical, peer-reviewed research in support of all assignments in this course. You will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9602E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 Weeks: 8

The doctoral comprehensive assessment is intended to give you the opportunity to demonstrate that you have mastered knowledge of your discipline and have the ability to design empirical research as an investigator before moving on to the dissertation research course work and earning candidacy status. You will demonstrate the ability to synthesize empirical, peer-reviewed research in support of all assignments in this course. You will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9601E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 Weeks: 8

The doctoral comprehensive assessment is intended to give you the opportunity to demonstrate that you have mastered knowledge of your discipline and have the ability to design empirical research as an investigator before moving on to the dissertation research course work and earning candidacy status. You will demonstrate the ability to synthesize empirical, peer-reviewed research in support of all assignments in this course. You will take this course only after all foundation, specialization, and research courses have been completed.

Doctoral Sequence – Marriage and Family Sciences

CMP-9700M - MFT Doctoral Comprehensive Examination

Semester Credits: 3 Weeks: 12

In their pursuit of a research doctoral degree (PhD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization, and methods courses.

CMP-9602M - DMFT Portfolio III**Semester Credits: 1 Weeks: 4**

In your pursuit of an applied doctoral degree in marriage and family therapy (DMFT) at Northcentral University, students will gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Portfolio courses are intended to assure that students both set goals they will work to accomplish during the program and provide artifacts indicating that they have acquired competencies in several key domains. The Doctoral Portfolio must be successfully completed with at least a B grade prior to beginning any work in Dissertation courses. Each course may only be retaken once.

CMP-9601M - DMFT Portfolio II**Semester Credits: 1 Weeks: 4**

In your pursuit of an applied doctoral degree in marriage and family therapy (DMFT) at Northcentral University, students will gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Portfolio courses are intended to assure that students both set goals they will work to accomplish during the program and provide artifacts indicating that they have acquired competencies in several key domains. The Doctoral Portfolio must be successfully completed with at least a B grade prior to beginning any work in Dissertation courses. Each course may only be retaken once.

CMP-9600M - DMFT Portfolio I**Semester Credits: 1 Weeks: 4**

In your pursuit of an applied doctoral degree in marriage and family therapy (DMFT) at Northcentral University, students will gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Portfolio courses are intended to assure that students both set goals they will work to accomplish during the program and provide artifacts indicating that they have acquired competencies in several key domains. The Doctoral Portfolio must be successfully completed with at least a B grade prior to beginning any work in Dissertation courses. Each course may only be retaken once.

Doctoral Sequence - Organizational Leadership**CMP-9700L - PhD-OL Portfolio****Semester Credits: 3 Weeks: 12**

In this course, students will work collaboratively with faculty members to create a comprehensive portfolio of their work and achievements thus far. This portfolio will showcase the student's abilities. Key competencies will be demonstrated by portfolio artifacts including in the areas of ethics and social responsibility, theory and research in the business and in the specialization, problem detection, global understanding, and professional competency. Students will present their dissertation concept paper as part of the portfolio.

Note: Student must repeat the portfolio course if a non-passing grade is earned in CMP-9700L

Doctoral Sequence – Psychology

CMP-9701P - Pre-Candidacy Prospectus

Semester Credits: 3 Weeks: 8

The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

Doctoral Sequence - Technology

CMP-9701T - Pre-Candidacy Prospectus Course

Semester Credits: 3 Weeks: 8

The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9700T - PhD-TIM Portfolio

Semester Credits: 3 Weeks: 8

In this course, students will work collaboratively with faculty members to create a comprehensive portfolio of their work and achievements thus far. This portfolio will showcase the student's abilities. Key competencies will be demonstrated by portfolio artifacts including in the areas of ethics and social responsibility, theory and research in technology/innovation and in the specialization, problem detection, global understanding, and professional competency. Students will present their dissertation concept paper as part of the portfolio.

Note: Student must repeat the portfolio course if a non-passing grade is earned in CMP-9700T.

Computer Science

CMP-9700CS - PhD-CS Portfolio

Semester Credits: 3 Weeks: 8

In this course, students will work collaboratively with faculty members to create a comprehensive portfolio of their work and achievements thus far. This portfolio will showcase the student's abilities. Key competencies will be demonstrated by portfolio artifacts including in the areas of ethics and social responsibility, theory and research in technology/innovation and in the specialization, problem detection, global understanding, and professional competency. Students will present their dissertation concept paper as part of the portfolio.

CS-7014 - Software Engineering Fundamentals for Technology Leaders

Semester Credits: 3 Weeks: 8

In this course, students will recognize the importance of modeling associated with software development. As more businesses become electronic, the need for experienced software developers increases. software engineers, system

architects, computer programmers, and information technology programmers will benefit from this course by becoming familiar with the processes technology leaders use prior to the design and implementation stage of software. Students will assume the roles of software engineers to give them the experience and confidence that is necessary to succeed in this field.

CS-7010 - Advanced Topics in Network Communications

Semester Credits: 3 Weeks: 8

The Information Technology (IT) field continues to grow exponentially, requiring candidates to hold advanced knowledge regarding contemporary applications of client-server Web architecture. The Corporation Information Officer (CIO) is an example of a new executive role that has emerged requiring specialized advanced education in the IT field. This course explores advanced topics in Network Architecture and Technology, including concepts, applications, and future directions regarding the development of networks for business systems. Students will be evaluated on final research projects, and case studies of businesses, performing an analysis against various Network Architecture and Technology topographies to maximize systems performance.

CS-7009 - Advanced Topics in Management Information Systems

Semester Credits: 3 Weeks: 8

The Information Technology field continues to grow exponentially, requiring students to hold advanced knowledge of information technology and systems. The Management Information Systems discipline needs professionals familiar with where the field has been and where it is going. The purpose of this course is to explore advanced topics including concepts, applications, and future directions of Management Information Systems. Students will be evaluated on research projects and case studies.

CS-7005 - Complex Database Management Systems

Semester Credits: 3 Weeks: 8

The database administration field continues to grow exponentially, requiring executives and programmers to hold advanced knowledge regarding network architecture and current technologies. The corporation information officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized advanced education in the information technology field. This course analyzes database architecture and design, including such topics as WAN, LAN, Wireless, and other leading edge technologies in network architecture, exploring emerging case study applications of contemporary database software applications. Students will be evaluated on technical research projects and case studies applied in the business areas using database applications.

CS-5013 - Programming Languages

Semester Credits: 3 Weeks: 8

In this course, students are introduced to the theory of programming languages; their structure and organization; imperative, object-oriented, functional, and declarative language paradigms; language syntax and semantics; parsing and compiling; abstraction; modularity; and program structure. Experience in Java programming or in a C-based language is required.

CS-5005 - Database Management

Semester Credits: 3 Weeks: 8

This course is an introduction to databases from a computer science perspective. Topics include the relational model, relational algebra, data normalization, alternative database models, data structure and access, concurrency, transactions, indexing, and query optimization.

CS-5003 - Computer Graphics

Semester Credits: 3 Weeks: 8

This course introduces students to the basic principles of Web graphics and Web design. The concepts are related to Web graphics, including basic graphic elements and principles of design and creative strategies for developing effective website graphics. These include graphic file formats, preparation of graphics for the Web, and site organization. Students will participate in the creation of a website, develop skills for the integration of graphics into Web pages and gain an understanding of the value of graphics as an Internet marketing element.

CS-4009 - The Internet

Semester Credits: 3 Weeks: 8

In this course, students will examine computer networking and the Internet from a non-technical perspective. The purpose of this course is to explain how computers communicate, what the Internet is, how the Internet works, and what the Internet offers in professional and personal settings. It is essential for those in the IT industry to have a thorough understanding of the Internet along with its many uses. At the end of this course, students will have the necessary information and tools to utilize the Internet for a wide variety of uses.

CS-4006 - Professional and Technical Writing

Semester Credits: 3 Weeks: 8

This course is designed to help students develop their technical writing abilities to a professional level. Students will learn about audience considerations, style, drafting and revision techniques, how to work in a collaborative environment, and more. A variety of media and formats will be studied, including Web sites, emails, proposals, memos, and instructions.

CS-4001 - Computer Operating Systems

Semester Credits: 3 Weeks: 8

This course provides a comprehensive introduction to the concepts underlying the architecture and usage of modern operating systems, including MS-DOS, Windows, Windows NT 4.0 Workstation, Windows 98, Windows 2000 Professional, Windows XP Professional, Understanding the Windows GUI, managing the local security in windows, Macintosh OS9 and OS X, and network server operating systems.

TIM-8190 - Computer Science Policy and Strategy

Semester Credits: 3 Weeks: 8

Visionary leaders can help change an organization and bring about new innovations. In this course, students will practice being those visionaries and being champions for new technologies and positive change in public and private organizations using computers.

TIM-6190 - Innovation & Strategy in Computer Science

Semester Credits: 3 Weeks: 8

Computer scientists—with their heavy technical knowledge—will be at the heart of teams who design and deploy innovative computer technologies, hardware, and software. These developments should be aligned to the organization's mission, vision, and values. In this course, students will continue to learn how their work fits within the larger organization and to think strategically about new hardware and software.

Corporate Wellness

CPW-5013 - Worksite Health Promotion

Semester Credits: 3 Weeks: 8

In this course, students will learn the fundamental theories related to research and practice in health promotion within the workforce. Topics will include a comprehensive overview of worksite health promotion that illustrates the importance of today's workplace. Students will learn a step-by-step approach to planning, implementing, and evaluating corporate wellness programs.

CPW-5012 - Business Aspects in Corporate Fitness and Wellness

Semester Credits: 3 Weeks: 8

In this course, students will learn about the foundations needed to foster positive financial implications for developing a corporate wellness program. Topics include rising health care costs, developing a prevention strategy for better health, changing corporate culture to reduce risk factors, relating job satisfaction to corporate wellness and using innovation to enhance health measures. Course mastery will be demonstrated by building a business case for investing in the health of a company's employees by initiating a corporate wellness program.

CPW-5011 - Wellness Leadership and Professional Development

Semester Credits: 3 Weeks: 8

In this course, students will be introduced to leadership strategies and successful wellness programs developed by organizations. Topics include leadership strategies, professional development, and guidelines for developing and managing a corporate wellness program. Course mastery will be demonstrated by the creation of a wellness initiative.

CPW-5010 - Wellness Coaching - Lifestyle Change

Semester Credits: 3 Weeks: 8

In this course, students will learn the fundamental theories related to research and practice in health education. Topics include the roles of theory in health promotion; and human anatomy, physiology, nutrition, and kinesiology as they relate to applications in corporate wellness. Course mastery will be demonstrated by developing a wellness proposal.

Curriculum and Teaching

CT-7008 - Evaluation of Instruction

Semester Credits: 3 Weeks: 8

Students will evaluate various foundational aspects related to evaluating the effects of instruction on student learning. Topics will involve school accountability, instructional practices, and testing when assessing student performance.

CT-7007 - Leadership for Student Achievement

Semester Credits: 3 Weeks: 8

Students will learn how to develop the skills that are necessary to become effective educational leaders. Students will compare and contrast theories and theorists related to educational leadership in PK-12 schools. Strategies to motivate and build confidence in others through effective educational leadership will be explained. Appropriate communication skills of educational leaders will be determined. Students will explain how to manage change and improve performance through effective educational leadership. Appropriate ethics of educational leadership will be discussed.

CT-7006 - Multiple Intelligences

Semester Credits: 3 Weeks: 8

In this course, students will be introduced to Dr. Howard Gardner's theory of multiple intelligences (MI), and will evaluate how to differentiate curriculum to maximize its benefits for students. Students will analyze the options for evaluating and revising assessment methods and tools to include MI theory in curriculum development. In addition, specific intelligences will be evaluated for their contributions to personal and professional development.

CT-7005 - Literacy: Focus on Curriculum**Semester Credits: 3 Weeks: 8**

This class offers doctoral students opportunities to investigate and assess the issues and research related to literacy development and literacy curriculum development. Students will analyze principles and strategies that foster literacy development in the early grades and apply learnings to classroom curriculum and instruction. Theory, activities, and summative assessments aid the doctoral learner in the evaluation of literacy based learning and performance. Literacy achievement and best literacy teaching strategies are planned and implemented.

CT-7004 - Language and Literacy Education**Semester Credits: 3 Weeks: 8**

Language and Literacy Education will assist the doctoral student in learning about the processes of language development. Students will analyze the theory of mind and the processes of language and meaning development by reflecting on their own understanding of language. Doctoral students will assess specific literacy strategies to promote language development and analyze ways children learn words and concepts. Students will reflect on the impact of language acquisition on learning and teaching literacy. In addition, students will create strategies, lessons, and assessments designed for language and literacy.

CT-7003 - Teaching and Learning Foundations**Semester Credits: 3 Weeks: 8**

The foundations of teaching and learning can be viewed from several perspectives. Doctoral students will analyze the influence of emotional, social, and cultural contexts and evaluate those influences to make effective decisions that support school structures, which enable student learning. Topics include learning theories and instructional models, effective teaching practices, multiple intelligences, and metacognition.

CT-7002 - Identifying and Maximizing Learning/ Teaching Styles**Semester Credits: 3 Weeks: 8**

The skillful use of learning and teaching styles requires familiarity with style models. CT7002 offers the doctoral student opportunities for the analysis and assessment of the interactions at play within learning/teaching styles and brain-based strategies and applications. The doctoral student will become familiar with his or her own style and teaching models that engage diverse students. From that awareness, planning can include how to investigate and evaluate the responsible use of styles and strategies within effective teaching models plus the synthesis, application, and assessment of models within diverse learning contexts. The doctoral student will integrate insights for maximizing styles, teaching strategies, and assessments within a plan for developing best practices and continuing professional development.

CT-7001 - The Role of the Teacher Practitioner**Semester Credits: 3 Weeks: 8**

In this course, students will explore the process of teacher inquiry. Throughout the course, students will utilize the inquiry process on a particular classroom problem and identify possible data sources that could be used to gather more information about the problem. Students will be exposed to numerous examples of teacher inquiry, read relevant

research, and apply their learning about the inquiry process for the development of their own personal action plans for classroom-based inquiry.

CT-7000 - Developing Instructional Strategies and Curriculum

Semester Credits: 3 Weeks: 8

Students will contrast and analyze instructional strategies based on a framework of educational principles. Students will integrate and implement curriculum theories and models including differentiated instruction with the integration of technology supporting PK-12 instructional practices. Students will develop curriculum aligned to standards supporting current educational requirements. Current educational issues and trends will be addressed and recommendations for change in the PK-12 classroom will be presented.

CT-5013 - The Classroom: Management and Organization for Student Achievement

Semester Credits: 3 Weeks: 8

In this Master's level course, students will be provided with models and strategies for effective classroom management for today's classroom. Students will investigate research-based instructional practices in classroom management. A classroom management system will be created. Methods for engaging students in the classroom will be explored. Classroom organizational tactics will be analyzed. Students will examine various ways to use discipline and conflict resolution strategies in the classroom. Theories regarding classroom management will be applied.

CT-5012 - Teaching Foundations for Language and Literacy

Semester Credits: 3 Weeks: 8

In this course, students will learn about the foundations and principles of language and literacy development in a child's early years. Theory, strategies, activities, as well as a summative assessment are presented throughout this course to assist teachers in gaining a thorough perspective on promoting language and literacy fluency. Student will be asked to reflect on their own understanding of language development and reflect on their teaching of language.

CT-5011 - Learning and Teaching Styles, Multiple Intelligences, and Ways of Learning

Semester Credits: 3 Weeks: 8

This course allows you to examine the multiple ways in which individuals learn and how ways of learning inform how instructors teach. You will evaluate multiple teaching theories, the theory of multiple intelligences, and the debate about the existence and value of learning styles. Throughout the course, you will move beyond understanding the theories to the application of your knowledge and skills through designing unit and lesson plans that integrate multiple ways of learning and teaching within authentic classroom scenarios.

CT-5010 - Teaching, Learning, and Assessment Strategies and Principles

Semester Credits: 3 Weeks: 8

In this course, students will be provided an overview of theories, principles, practices, design, implementation, evaluation, and issues in curriculum and instruction. Topics include curriculum design and development, curriculum standards, high stakes testing, historical precedents, reflection, the information processing model, and models of teaching and learning.

CT-5003 - Principles of Teaching & Learning

Semester Credits: 3 Weeks: 8

The foundations of teaching and learning can be viewed from several perspectives. One such perspective includes the principles supporting the theories and models used today by educational practitioners; this course will focus on such principles. Students will contrast and evaluate the development, motivation, and transfer of learning processes and models. Students will also evaluate learning styles and metacognition for possible changes that can improve teaching practices. Finally, students will analyze the influence of emotional, social, and cultural contexts in order to make effective decisions that support school structures that enable student learning.

CT-5000 - Curriculum and Instructional Strategies**Semester Credits: 3 Weeks: 8**

The purpose of this master's level course is to provide an overview of theories, principles, practices, design, implementation, evaluation, and issues in curriculum and instruction. Students will learn to integrate theory and practice. Students will study accountability and high stakes testing, historical precedents, local and federal accountability rules. Students will be encouraged to distinguish between testing and accountability. Reflection and discussion will enhance deep understanding.

Cybersecurity**TIM-6390 - Strategic Management of Cybersecurity****Minimum Credits: 3 Weeks: 8**

Organizations with their vast amounts of data will require cybersecurity professionals to continually monitor and evaluate systems for potential vulnerabilities—yet cybersecurity considerations are often left out of strategic discussions. In this course, students will practice integrating cybersecurity concepts and considerations into strategic planning.

TIM-6302 - Changing Times: Trends and Topics in Cybersecurity**Minimum Credits: 3 Weeks: 8**

New technologies bring with them many benefits—and many dangers—for today's organizations. With so many threats—both internal and external—it is important for leaders to know how to protect their organizations' valuable information resources. In this course, students will take the first step towards becoming important members of a technology management team through the study of cybersecurity.

DMFT Courses**DMFT-8971 - Doctoral Supervision Practicum****Semester Credits: 3 Weeks: 12**

This course was designed for students wishing to focus the experiential component of their degree in the area of clinical supervision. This practicum course provides students opportunities to enhance their ability to help MFT students begin their growth toward clinical competence and professional identity as a MFT. Students will be invited participate in supervision of NCU MFT master's students while receiving guidance from the NCU instructor on the development of their supervisory skills. The course will provide an opportunity to engage in discussions and practice of supervisory tasks enhancing students' ability to further develop their identities as MFTs and future MFT supervisors.

DMFT-8970 - MFT Supervision

Semester Credits: 3 Weeks: 12

This course introduces the fundamentals of systemic supervision with an emphasis on the importance of contextual variables such as gender, culture, socioeconomic status, and ethnicity. The design of the course meets the criteria for the 30-hour supervision fundamentals course for the American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor track. The intention is for the course also to be useful for any professional who is actively engaged in clinical supervision. Participants wishing to pursue the AAMFT Approved Supervisor designation should verify their eligibility with AAMFT.

DMFT-8965 - DMFT Doctoral Internship and Portfolio**Semester Credits: 1 Weeks: 12**

Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of Clinical Training in the PhD Internship DRF in Taskstream. This nine-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The last of these is MFT - 8965. All students in this internship must have a local supervisor who has the documented expertise to mentor the PhD student's development in the area of the student's specialty. The supervisor's credentials must be approved by the Director of Clinical Field Placement as a part of the internship contracting process in Taskstream. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's Internship will be very individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet regularly with their local supervisor; unless it is required by the student's internship contract, students will not have to attend the weekly NCU supervision groups online; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy, etc.); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what you are already doing); and it provides an experiential base for the student to meet the PhD Program Outcomes and Student Learning Outcomes.

DMFT-8962 - DMFT Doctoral Internship II**Semester Credits: 1 Weeks: 12**

Upon completion of the practicum course, doctoral students are required to complete a nine-month, full-time (i.e., 30 hours per week) internship. Prior to beginning the doctoral internship, all students must develop an approved Internship contract. This nine-month experience is organized into three one-credit courses, each being 12 weeks in duration. All students in Internship must have a local supervisor who has the documented expertise to mentor the DMFT student's development in the area of the student's specialty. The Internship contract will guide both the student's work during the nine-month internship, and the supervisor's evaluations of the student's work.

DMFT-8961 - DMFT Doctoral Internship I**Semester Credits: 1 Weeks: 12**

Upon completion of the practicum course, doctoral students are required to complete a nine-month, full-time (i.e., 30 hours per week) internship. Prior to beginning the doctoral internship, all students must develop an approved Internship Contract. This nine-month experience is organized into three one-credit courses, each being 12 weeks in duration. All students in the internship must have a local supervisor who has the documented expertise to mentor the DMFT student's development in the area of the student's specialty. The Internship Contract will guide both the student's work during the nine-month internship and the supervisor's evaluations of the student's work.

DMFT-8951 - DMFT Doctoral Practicum**Semester Credits: 3 Weeks: 12**

This course provides DMFT students with an opportunity to engage in ongoing advanced therapeutic practice. Emphasis is placed on the continued development of therapy and assessment skills, theoretical integration, and personal

growth. Because all students must have at least a master's degree in marriage and family therapy or related discipline to register for this course, we assume all students are at least minimally competent as clinicians. The emphasis in the DMFT Practicum is on continued growth, and development in professional identity as a doctoral level therapist. Students with an LMFT license (or equivalent) are not required to have an on-site supervisor. All other students must have an on-site supervisor. All students will participate weekly in the NCU online supervision group, and students who are not LMFTs will also meet at least weekly with their on-site supervisor. All students must be clinically active throughout Practicum, though there are no specific hours requirements. All students must document what they actually do. If students are using the DMFT Practicum to work toward full licensure as LMFTs, they must be sure that they are also meeting the appropriate State regulatory board requirements for Associate license (or equivalent) supervision.

DMFT-8706 - The Business of Therapy

Semester Credits: 3 Weeks: 12

What are the components of a successful private practice? How do I make my practice run smoothly and efficiently? In this course, students will learn ABCs of a successful private practice, reflecting on such components as marketing, accounting, and scheduling. As a signature assignment, students will be required produce a complete business plan of a desired practice or mental health organization including specific steps indicated how they are planning to reach their goals.

DMFT-8705 - Systemic Leadership

Semester Credits: 3 Weeks: 12

What makes a person an effective leader? This doctoral level course will engage students in developing a better understanding of the leadership role, styles, philosophy, and behaviors. The students will also examine and apply the concepts of general systems theory (GST) and their application to the creation of a successful leadership style.

DMFT-8704 - Systemic Consultation

Semester Credits: 3 Weeks: 12

This course invites students to look at an organization from a systems based perspective, examining the patterns of interactions, current events, and managerial solutions, keeping in mind foundational concepts of general systems theory (GST). Students will learn how to use their systemic training to consult with persons from a variety of organizations, with a goal of improving current functioning and future outcomes.

DMFT-8703 - Strategic Planning in MFT

Semester Credits: 3 Weeks: 12

An effective organization requires a clear mission and vision, as well the establishment of clear goals. This doctoral level course will engage students in a reflective process pertaining to the specific management activities that promote an effective distribution of organizational resources. Students will also learn how to direct involved stakeholders in the completion of the designated goals while navigating the ever-changing environment of mental health administration.

DMFT-8702 - Practice/Organization Marketing

Semester Credits: 3 Weeks: 12

This doctoral level course will prepare students to understand and apply marketing ideas in order to promote a larger mental health organization or a smaller private practice. Students will review marketing theories pertaining to the brand strategies and development and learn how to create the best marketing plan using an optimal marketing mix. This course covers current methods to develop product designs and implement newest marketing strategies including multimedia presence.

DMFT-8701 - Financial Administration and Budgeting in MFT

Semester Credits: 3 Weeks: 12

This course examines the components of mental health care finance and budgeting. It covers various funding sources and payments specific to health care delivery systems, including funding sources and payment methods. Students will acquire practical knowledge of accounting standards, financial management, and financial accountability. Student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, as well as professional and ethical implications of the financial and budget-related decisions.

DMFT-7202 - Grant Writing Concepts and Approaches for MFTs

Semester Credits: 3 Weeks: 12

This doctoral-level course focuses on the fundamental concepts of, and approaches to, grant writing. The purpose for this course is to prepare students to seek, identify, and respond to different types of grant opportunities. Special emphasis is placed on developing grant applications using the systemic/relational conceptual framework of Marriage and Family Therapy as a template for developing prevention, early intervention, or full-scale/multidisciplinary treatment programs. Particular focus will be devoted to using Internet resources to access grantors' grant and program announcements, strategic plans, and funding priorities. Students will consider ethical and political implications of various funding sources in pursuing grant funds.

DMFT-7201 - Program Development for MFTs

Semester Credits: 3 Weeks: 12

This doctoral-level course focuses on the fundamentals of developing human services programs from a marriage and family therapy (MFT) systemic/relational perspective. Students will review and analyze well-designed prevention, early intervention, and clinical treatment programs, and will understand the different stages and implementations of evidence-based programs. Then, students will develop a program of their choice using a standard format for program proposals: problem statement, goals and objectives, methodology or program description, evaluation plan, and executive summary. Throughout, students will apply systems theory and MFT concepts as appropriate to identify key contributions that MFTs can bring to the process of program development.

DMFT-7112 - Program Evaluation and Monitoring in MFT

Semester Credits: 3 Weeks: 12

This doctoral-level course focuses on the fundamentals of evaluation and monitoring of human services programs. The purpose of this course is to prepare students to conduct quantitative, qualitative, and mixed methods formative and summative program evaluations. Special emphasis is placed on evaluating programs and clinical outcomes using the systemic/relational perspective of Marriage and Family Therapy. The course will develop students' abilities to collaborate with stakeholders in developing evaluation plans that ensure evaluation processes meet the needs of multiple stakeholders. Students will consider the various ethical implications of program evaluation and will identify ethical considerations in implementing an evaluation plan and reporting results.

DMFT-7111 - Qualitative Research Design and Analysis in Marriage and Family Therapy MFT

Semester Credits: 3 Weeks: 12

This course provides students with the foundational skills essential to the critique and execution of qualitative research, focusing on methods used regularly by marriage and family therapists. Students will learn to evaluate research processes, define research purposes, select appropriate methods for data collection and analysis, interpret findings, and write the research report. Each student will conduct research on self, write a brief auto ethnography, and develop a preliminary methodological design for potential use in the applied dissertation. Selected readings will include

qualitative clinical research, and students will take a learning-through-doing/experiential approach that includes reflection-in-action and reflection-after-action.

DMFT-7110 - Quantitative Research Design and Statistical Analysis in MFT

Semester Credits: 3 Weeks: 12

This doctoral-level course provides an exploration of quantitative research design and statistical analysis in marriage and family therapy for students in the DMFT program. The emphasis of the course is on providing a working knowledge of quantitative research design and statistical concepts in order to help the student learn how to understand, critique, and develop quantitative studies. The purpose of the course is to assist students in becoming research-informed practitioners and engage in research design as it relates to program development, program assessment and evaluation, needs analysis, outcome studies and other applied scholarship endeavors.

DMFT-7103 - Research Methods in MFT

Semester Credits: 3 Weeks: 12

This graduate-level introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data relating to marriage and family therapy. You will also identify what criteria are needed for a quality research project and be able to recognize whether the various elements of a research study are aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.

DMFT-7102 - Scholarly Literature Review in MFT

Semester Credits: 3 Weeks: 12

This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to (a) formulate ideas and convey them in an ethical fashion; (b) conduct effective literature searches, specifically in preparation for the dissertation, (c) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, (d) critically review and write about underlying theoretical frameworks that lay the foundation for future research, and (e) develop cultural sensitivity while apprising a possible research topic. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation in the framework of the field of Marriage and Family Therapy.

DMFT-7101 - DMFT Foundations for Applied Doctoral Studies in MFT

Semester Credits: 3 Weeks: 8

Students in this course will be prepared for success in the marriage and family therapy applied doctoral program (DMFT) at Northcentral University. Students are introduced to relevant academic communities, professional standards, and doctoral level expectations. Essential skills needed to pursue an applied doctoral degree in MFT are emphasized, including developing critical thinking; a systems based framework, scholar practitioner research appraisal, and effective communication skills. Students will identify and begin to explore potential topics for an applied doctoral dissertation and complete the course with a roadmap to navigate their way to degree completion.

Early Childhood Education

ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education

Semester Credits: 3 Weeks: 8

In this course, students will focus on the development of partnerships between early childhood educators, families, and communities. Encouraging involvement and communicating with families and communities in early childhood education programs will be researched and analyzed. Topics include child abuse, child advocacy, formulating effective strategies for working with families of special needs children, and societal trends and issues specific to diversity.

ECE-7007 - Early Childhood Literacy and Literature

Semester Credits: 3 Weeks: 8

In this course, students will discuss literacy development in early childhood education. Balanced literacy instruction including a comprehensive set of strategies designed to meet individual needs will be explored. Methods for developing reading and writing skills that are developmentally appropriate will also be investigated. Since knowledge of children's literature is essential for any early childhood educator, students will determine ways to select appropriate and motivating materials to enhance an early childhood literacy program. Emphasis will be placed on writing, spelling, and literacy development; motivating reading and writing; language and vocabulary development; the importance of family literacy partnerships; and analyzing, selecting, and responding to children's literature.

ECE-7005 - Early Childhood Curriculum and Assessment

Semester Credits: 3 Weeks: 8

In this course, students explore the theory, research, and trends related to the curriculum and assessment of young children enrolled in early childhood education programs. Developmentally appropriate early childhood lesson plans and activities will be explored and analyzed. Standardized and classroom assessments will be researched and evaluated.

ECE-7003 - Topics in Early Childhood Program Administration

Semester Credits: 3 Weeks: 8

This doctoral course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines/regulations are addressed. Skills and competencies to implement the aforementioned concepts will also be addressed.

ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs

Semester Credits: 3 Weeks: 8

In this doctoral level course, students will explore theory and research related to the education of young children including societal changes and their influence on early childhood programs, the growth and the typical and atypical development of young children, and methods of studying children's behavior. Emphasis will be placed on the intellectual, social, emotional, and physical development of infants, toddlers, and young children and the impact of these factors on the development and management of quality early childhood education instructional programs.

ECE-7001 - Topics in Early Childhood Education

Semester Credits: 3 Weeks: 8

This course presents an overview of early childhood education in American society, including currently respected theories and practical applications for educating the young child. Specifically, students will explore basic educational

concepts and developmentally appropriate practices for children, pre-k - grade three, including children with exceptional needs. Historical and contemporary models and delivery systems are presented and innovations in instruction are discussed. It is suggested that students pursuing a specialization in ECE should take this as their first specialization course.

ECE-5009 - Early Childhood Education Capstone

Semester Credits: 3 Weeks: 8

This capstone course represents the culmination of your work in the early childhood specialization. In this course, you will reinforce what you have learned about relevant theories, contexts, leadership, and national standards for early childhood education. You will then demonstrate your learning through the creation of an early childhood education program. Throughout the course, you will consider relationships with all stakeholders, including the children, caregivers, communities, and professional colleagues

ECE-5007 - Children's Literature

Semester Credits: 3 Weeks: 8

This course provides students with effective strategies for using literature to support emerging literacy skills. Students will explore a variety of criteria for selecting high-quality literature in all genres for infants, toddlers, preschoolers, and primary age children. Students will investigate strategies to support the development of children's language, cognitive skills, personality, social and moral development, and aesthetic and creative development. Upon completion of this course the prospective early childhood educator will have a comprehensive understanding of high quality children's literature and its use as a teaching tool for literacy development in educational settings from infancy to age 8.

ECE-5005 - Children and Families in a Diverse Society

Semester Credits: 3 Weeks: 8

In this course, multicultural and anti-bias issues in early childhood settings are introduced. Students will explore culturally relevant methods for working with children and families. Upon completion of this course, students will have a comprehensive understanding of multi-cultural, bilingual, and anti-bias issues, and appropriate strategies for providing culturally relevant programs in an early childhood setting.

ECE-5003 - Administration of Early Childhood Programs

Semester Credits: 3 Weeks: 8

In this course, students will focus on the administrative development and implementation of early childhood programs for a variety of age groups and purposes. Curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures, and state guidelines/regulations are also addressed. Skills are gained through practical application of these topics.

ECE-5002 - Growth and Development of Young Children

Semester Credits: 3 Weeks: 8

Students enrolled in this course will explore theories and research related to the education of young children. The intellectual, social, emotional, and physical growth and development of infants, toddlers, and young children will be examined. Implications for the construction of developmentally appropriate early childhood education instructional programs will be a resulting focus.

ECE-5001 - Foundations of Early Childhood Education

Semester Credits: 3 Weeks: 8

In this course, students will examine the historical, theoretical, and developmental foundations of education for students in Pre-K through grade three. An emphasis will be placed on theoretical perspectives related to early childhood development, including students with exceptional needs and English Language Learners. Course activities include investigating a variety of historical and contemporary models, educational concepts, and practices essential to developmentally appropriate classrooms, delivery systems, and educational innovations. It is strongly encouraged that students pursuing a specialization in ECE take this as their first specialization course.

Education

ED-7053 - Education Specialist Capstone Project

Semester Credits: 3 Weeks: 8

ED7053 is the culmination of the EdS program. In this course students will have the opportunity to demonstrate the synthesis of knowledge in the Education Specialist program through the design of a real-world problem solving project. The project should be based on research and/ or fieldwork and must demonstrate an approach to addressing the problem through application of theory. Additionally, within this course students will complete a reflective self-assessment of their learning throughout the program.

ED-7036 - Innovation for Change

Semester Credits: 3 Weeks: 8

In this course, students will employ creative skills, manage innovation, and hone techniques to promote imaginative and flexible change strategies. Change involves knowledge, understanding, and commitment from administrators and cannot be construed as an event, but rather a process. Further, change involves working with a diverse group of people and striving to motivate others to muscle through change as it is needed. Leaders must work with a community and use change to implement desirable changes. This course will prepare doctoral students to negotiate the world of education innovation and change.

ED-7035 - Curriculum Supervision

Semester Credits: 3 Weeks: 8

In this course, students are introduced to theories, principles, practices, and issues in curriculum supervision. Students will develop the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. The course also explores issues of equitable instructional programs, materials, and products that support student achievement and institutional goals.

ED-7030 - Development of Organizational Leadership

Semester Credits: 3 Weeks: 8

In this course, students will explore classic and contemporary approaches to organizational development from a leadership perspective. Major emphasis will be placed on theories, strategies, and leadership styles relative to implementing organizational growth. Students will address various organizational concepts leading to the development of their own organizational leadership plan.

ED-7022 - Policies and Practices in Leadership

Semester Credits: 3 Weeks: 8

In this course, students will focus on research, theory and philosophy in developing powerful schools that educate all children well, grades K through 12. Students will learn about various school reform efforts, policies and politics behind

various local, states, and federal efforts, and be able to draw upon the educational change and leadership literature to develop their own process and design for better schools.

ED-7017 - Systems Dynamics

Semester Credits: 3 Weeks: 8

In Systems Dynamics, doctoral students will explore the knowledge, skills, values and attitudes needed to manage public service organizations strategically. Using a systems theory perspective, students will examine organizational structures and processes for organizational change. In this course, students will be prepared to be current and future managers of public educational organizations in leadership roles.

ED-7016 - Supervision and Leadership in Schools

Semester Credits: 3 Weeks: 8

In this course, students will explore real world experiences, and common challenges encountered by school leaders. During this course, students study the organizational behavior in schools, which emphasizes the practical relevance of educational leadership in this new era of accountability and high-stakes testing. Topics include: development theories and collaborative planning models for enhanced professional practice which includes; distributed leadership, professional learning communities, parental involvement, and sustainable leadership to impact student growth.

ED-7015 - Safety Issues for Educators

Semester Credits: 3 Weeks: 8

The content of this course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Topics include school safety, crisis management, intervention plans, and community safety partnerships.

ED-7014 - Practices in School Organization

Semester Credits: 3 Weeks: 8

In this course, students will examine the organizational structure of schools and school systems, their relationships to and effects on school programs, teaching strategies, testing and measurement, and the evaluation of programs in schools. The student will consider the way schools are organized around time, space, and other resources. Organizational dynamics will be explored and there will be an opportunity to engage operational factors that influence the school climate including human resources, organizational outreach, and capacity. Finally, students will explore stakeholder participation in organizational practice.

ED-7013 - Financial Issues in Schools

Semester Credits: 3 Weeks: 8

This course will prepare you to apply general principles of education finance in any PK-12 educational setting. Beyond revenue and expenditures, this course will prepare you to address ethics, equity, and student achievement as components of the budgeting process. Demonstrating financial accountability through communication with various stakeholders across the community is also considered.

ED-7012 - Educational Leadership

Semester Credits: 3 Weeks: 8

In this course, students will be presented to an examination of contemporary theories, models, concepts, and practices for efficient approaches to leadership within an educational organization. Students will study how to effectively apply

these concepts to educational settings. Topics include time management, philosophy, principles of an effective leader, and leadership styles.

ED-7008 - Educating a Diversity of Learners

Semester Credits: 3 Weeks: 8

As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources, and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.

ED-7005 - Language Arts and Reading

Semester Credits: 3 Weeks: 8

In this course, students are introduced to research-based instruction that effectively prepares each candidate to deliver a balanced, comprehensive program of instruction in reading, writing, and related language arts. A balanced approach to reading/language arts instruction includes explicit instruction in basic reading skills and comprehension strategies for all students, including students with varied reading levels and language backgrounds.

ED-7004 - School Law

Semester Credits: 3 Weeks: 8

In this course, students will address legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in daily school activities. Students will also review legal process, structures of the law, legislation/litigation, and practices to avoid.

ED-6500 - MEd Capstone

Semester Credits: 3 Weeks: 8

This course represents the culmination of your master's degree. In this course, you will synthesize the knowledge, skills, and attitudes developed throughout your program into a proposal that addresses an identified need in an organization related to your specialization. Within your selected organization, you will examine, identify, and justify a specific need or problem to be addressed. Using your recently developed competencies, you will propose a practical, comprehensive solution to mitigate the need or problem.

ED-5204 - Ethics in Sport

Semester Credits: 3 Weeks: 8

Sports are big business, from elite professional leagues to big time college athletics and even down at the smaller local level. Sport plays a major role in American society, even for individuals who are not sport enthusiasts. In this course, you will explore ethics and morality in the context of sport. You will consider the moral and ethical challenges that exist across the field of sport as well as the value of professional codes of conduct in promoting ethical and moral practice. You will also be prepared to respond to ethical and moral issues in recent and future events.

ED-5044 - Technology and a Vision for the Future

Semester Credits: 3 Weeks: 8

In this course, students evaluate strategies to become agents of change in the field of technology and learning. Students will be introduced grant writing, management of a technology budget, leadership strategies within an organization,

software for multimedia authoring, concept mapping, and office productivity. Additionally, instructional use of hardware tools such as digital cameras, PDAs, and investigative probes will be investigated.

ED-5042 - Intercultural Communication

Semester Credits: 3 Weeks: 8

In this course, students will examine communication theory, cultural history, cultural identity, worldviews, and values. Topics include intercultural communication, stereotypes, nonverbal communication, workplace communication, cultural structure, and diversity.

ED-5041 - Adult Learning Strategies to Improve Organizational Efficacy

Semester Credits: 3 Weeks: 8

In this course, students will gain a knowledge base of professional strategies to use in the organization and administration of adult learning experiences. Students will identify the differences between traditional and adult learners and evaluate factors that facilitate adult learning. In addition, students will understand how strategies applied based on adult learning theory ultimately improve organizational effectiveness.

ED-5040 - Leadership for Learning Communities

Semester Credits: 3 Weeks: 8

Learning communities exist all around you, from formal communities like schools and workplaces to informal communities like social media. In this course, you will reflect on personal leadership competencies and how to keep learners at the center of your leadership. Since change management is a part of leadership, you will also consider how to facilitate both planned and unplanned changes within diverse learning communities, including how to motivate and assess stakeholder performance.

ED-5038 - The Art and Science of Adult Education

Semester Credits: 3 Weeks: 8

In this course, students will gain a knowledge base organized around four domains: professional attitudes; historical, social, and philosophical context; adult learning and development; and, organization and administration of adult programs. Topics include adult learning theory, training and development, motivation, and learning modalities.

ED-5036 - Innovation and Change

Semester Credits: 3 Weeks: 8

In this course, students will explore various change theories, and best practices for successful implementation in the workplace. Issues of visioning, coalition building, creating and promoting change agenda, and building capacity for change are also examined. Opportunity to investigate one's personal reaction and response to change is highlighted.

ED-5034 - School Community Relations

Semester Credits: 3 Weeks: 8

This course introduces educators to essential competencies and considerations needed to build and sustain positive, productive relationships with members of school communities and the external communities in which schools reside. Emphasis is placed on the development of effective communication policies and practices to instill public confidence in community schools, improve school quality, and improve student learning.

ED-5031 - Policy and Politics in the Administration of Education

Semester Credits: 3 Weeks: 8

Students enrolled in this course will explore the latest in research in the politics and policies in education. Special emphasis is placed on governance, curriculum and standards, accountability, community relations, finance, and school choice. Students will address topics in this class such as how to interact with business leaders, local institutions of higher education, boards of education and community leaders, parents, and other stakeholders. Internal and external issues such as relationships with colleagues and team members will also be explored.

ED-5029 - Measurement and Assessment in Education**Semester Credits: 3 Weeks: 8**

In this course, students will acquire the fundamental concepts, principles, and techniques of educational measurement and classroom assessment. Students acquire competence in the planning and development of informal classroom assessments and the evaluation of standardized tests. Topics include criterion-referenced tests, norm-referenced tests, informal observations, portfolios, and alternative means of assessment.

ED-5023 - Multicultural Relationships in Educational Organizations**Semester Credits: 3 Weeks: 8**

The effects of cultural diversity on organizational behavior in an educational environment are complex and powerful. In this course students explore the definition of diversity and the role of schools in achieving a more diverse society. Students also examine perspectives on race, language, culture, gender, and disability in educational settings from a perspective of educational leadership.

ED-5022 - Educational Policies and Practices**Semester Credits: 3 Weeks: 8**

In this Master's level course, students will focus on research and theory in developing effective schools. Topics include aligning contemporary educational practice with Interstate School Leaders Licensure Consortium Standards, collaboration, communication, decision-making, and conflict management. Students explore current educational trends in policy and practice to promote the establishment of effective educational climates for teaching and learning.

ED-5016 - Instructional Supervision and Leadership**Semester Credits: 3 Weeks: 8**

The purpose of this course is to examine the theoretical framework and practical applications of instructional leadership within the economic, social, political, and educational context of schooling. This course proposes a concept of supervision and leadership designed to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual needs. Emphasis is placed upon the student gaining a clear understanding of the interrelatedness among supervision and leadership, instruction, and assessment.

ED-5015 - School Safety**Semester Credits: 3 Weeks: 8**

In this course, students will be introduced to a set of standards that educators can use to evaluate their school's safety plan and procedures. The course also addresses several theoretical perspectives through which students can come to understand school safety. Topics include positive cultures and climates, emergency/crisis management plans, bullying, safety partnerships, and strategic safety planning.

ED-5013 - School Finance

Semester Credits: 3 Weeks: 8

In this course students will develop an understanding of and practical experience with the major concepts and tools in school finance. Students will explore the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.

ED-5012 - Leadership in Educational Organizations**Semester Credits: 3 Weeks: 8**

This Master's level course is about effective leadership in educational organizations. It is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership to positively impact schooling in our nation. Students pursuing a specialization in Educational Leadership are advised to take this as their first course of study.

ED-5008 - Teaching Diverse Students**Semester Credits: 3 Weeks: 8**

This course addresses the meaning and importance of diversity within the school environment, with an emphasis on adapting instruction to meet the unique needs of diverse learners. Additional supporting topics include understanding issues related to multicultural education as well as the roles of teachers, school administrators, parents, and the broader community in cultivating a positive school culture and reducing achievement gaps.

ED-5001 - Contemporary Issues in Education**Semester Credits: 3 Weeks: 8**

In this Master's level course, students will examine the major contemporary issues impacting education. Students evaluate the issues, attempt solutions, and develop personal professional positions. In a broader context, the education profession is affected by numerous and diverse issues that are highly political, emotional, and complex. It is imperative that students understand the issues; the effects the issues have on the profession, as well as formulating a personal response to the issues.

ED-4011A - Elementary Education with Technology**Semester Credits: 3 Weeks: 8**

This course guides students preparing to teach through the world of instructional technology. Educating students with the use of technology is becoming progressively more important to all levels of education. Teachers have a need to learn and use the fresh and emerging technologies for their students who are using such technologies to complete homework, socialize, and eventually to succeed as workforce professionals. This course will guide future teachers in the enhancement of learning, increase motivation, and engagement, improve accessibility, individualize education, and expand communication with parents and stakeholders through technology. In this course, students will learn theoretical perspectives state-initiated technological standards, ideas and skills for distance learning, and best practices for integrating technology into teaching.

ED-4011B - Secondary Education with Technology**Semester Credits: 3 Weeks: 8**

This course guides students preparing to teach through the world of instructional technology. Educating students with the use of technology is becoming progressively more important to all levels of education. Teachers have a need to

learn and use the fresh and emerging technologies for their secondary students who are using such technologies to complete homework, socialize, and eventually to succeed as workforce professionals. This course will guide future secondary level teachers in the enhancement of learning, increase motivation, and engagement, improve accessibility, individualize education, and expand communication with parents and stakeholders through technology. In this course, students will learn theoretical perspectives, state-initiated technological standards, ideas, and skills for distance learning, and best practices for integrating technology into secondary teaching.

ED-4011C - Special Education with Technology

Semester Credits: 3 Weeks: 8

This course guides students preparing to teach students with disabilities through the world of instructional technology. Educating students with the use of technology is becoming progressively more important to all levels of education, even in special education. Teachers have a need to learn and use the fresh and emerging technologies for their students with disabilities who can then learn to use such technologies to complete homework, socialize, and eventually to succeed as workforce professionals. This course will guide future teachers in the enhancement of learning, increase motivation, and engagement, improve accessibility, individualize education, and expand communication with parents and stakeholders through technology. In this course, students will learn theoretical perspectives, state-initiated technological standards, ideas, and skills for distance learning, and best practices for integrating technology into teaching students with disabilities.

ED-4010A - Classroom Management in Elementary Education

Semester Credits: 3 Weeks: 8

In this course, students will acquire concepts, approaches, and tools for effective behavioral management in the secondary classroom. Students will survey the instructional approaches, resources, and techniques that create seemingly effortless lessons in spite of disruptive or violent behavior. Students will learn classroom management techniques necessary for effective secondary instruction, including environment design, relationships with peers and teacher, family collaboration, establishment of expectations, classroom time management, organizing group and independent work, and student motivation. This course will guide the senior undergraduate students to confidence in fulfilling their professional and legal responsibilities on the first day of class and throughout their secondary teaching tenures. Minimizing unwanted learner behavior is an objective of secondary educators everywhere, and classroom management style through application is important to skillful pedagogy.

ED-4010B - Classroom Management in Secondary Education

Semester Credits: 3 Weeks: 8

In this course, students will acquire concepts, approaches, and tools for effective behavioral management in the secondary classroom. Students will survey the instructional approaches, resources, and techniques that create seemingly effortless lessons in spite of disruptive or violent behavior. Students will learn classroom management techniques necessary for effective secondary instruction, including environment design, relationships with peers and teacher, family collaboration, establishment of expectations, classroom time management, organizing group and independent work, and student motivation. This course will guide the senior undergraduate students to confidence in fulfilling their professional and legal responsibilities on the first day of class and throughout their secondary teaching tenures. Minimizing unwanted learner behavior is an objective of secondary educators everywhere, and classroom management style through application is important to skillful pedagogy.

ED-4010C - Classroom Management in Special Education

Semester Credits: 3 Weeks: 8

In this course, students will acquire concepts, approaches, and tools for effective behavioral management in the secondary classroom. Students will survey the instructional approaches, resources, and techniques that create seemingly effortless lessons in spite of disruptive or violent behavior. Students will learn classroom management techniques

necessary for effective secondary instruction, including environment design, relationships with peers and teacher, family collaboration, establishment of expectations, classroom time management, organizing group and independent work, and student motivation. This course will guide the senior undergraduate students to confidence in fulfilling their professional and legal responsibilities on the first day of class and throughout their secondary teaching tenures. Minimizing unwanted learner behavior is an objective of secondary educators everywhere, and classroom management style through application is important to skillful pedagogy.

ED-4009A - Educational Change Processes in Elementary Education

Semester Credits: 3 Weeks: 8

This course examines educational change and its implications and consequences for teachers and others involved in elementary education. Students will examine the change processes and understand the role teachers play in initiating, implementing, or resisting educational change and reform. Participants will explore the key strategies and challenges of the change process in educational institutions and in organizations.

ED-4009B - Educational Change Processes in Secondary Education

Semester Credits: 3 Weeks: 8

This course examines educational change and its implications and consequences for teachers and others involved in elementary education. Students will examine the change processes and understand the role teachers play in initiating, implementing, or resisting educational change and reform. Participants will explore the key strategies and challenges of the change process in educational institutions and in organizations.

ED-4009C - Educational Change Processes in Special Education

Semester Credits: 3 Weeks: 8

This course examines educational change and its implications and consequences for teachers and others involved in elementary education. Students will examine the change processes and understand the role teachers play in initiating, implementing, or resisting educational change and reform. Participants will explore the key strategies and challenges of the change process in educational institutions and in organizations.

ED-4008A - Teaching as Reflective Practice in Elementary Education

Semester Credits: 3 Weeks: 8

Reflection is a critical process that informs decision-making and involves experience, research, discussion, and implementation. Teachers who use reflective practice are committed to continuous learning and improvement. This course will provide the student with an overview of the reflective thinking process and model, and will invite the student to reflect on personal characteristics and skills in preparation for providing effective professional growth, teaching methods, classroom strategies, and student learning.

ED-4008B - Teaching as Reflective Practice in Secondary Education

Semester Credits: 3 Weeks: 8

Reflection is a critical process that informs decision-making and involves experience, research, discussion, and implementation. Teachers who use reflective practice are committed to continuous learning and improvement. This course will provide the student with an overview of the reflective thinking process and model, and will invite the student to reflect on personal characteristics and skills in preparation for providing effective professional growth, teaching methods, classroom strategies, and student learning.

ED-4008C - Teaching as Reflective Practice in Special Education

Semester Credits: 3 Weeks: 8

Reflection is a critical process that informs decision-making and involves experience, research, discussion, and implementation. Teachers who use reflective practice are committed to continuous learning and improvement. This course will provide the student with an overview of the reflective thinking process and model, and will invite the student to reflect on personal characteristics and skills in preparation for providing effective professional growth, teaching methods, classroom strategies, and student learning.

ED-4007A - The School as Learning Community in Elementary Education**Semester Credits: 3 Weeks: 8**

The learning community paradigm is central to the development of improved pedagogy. Learning communities are effective models for improving schools and increasing student achievement. Professional development, collaborative groups, shared leadership, professional portfolios, and classroom evaluation all play a role in the design of a learning community. Once established, learning communities require work to sustain their value to the school.

ED-4007B - The School as Learning Community in Secondary Education**Semester Credits: 3 Weeks: 8**

The learning community paradigm is central to the development of improved pedagogy. Learning communities are effective models for improving schools and increasing student achievement. Professional development, collaborative groups, shared leadership, professional portfolios, and classroom evaluation all play a role in the design of a learning community. Once established, learning communities require work to sustain their value to the school.

ED-4007C - The School as Learning Community in Special Education**Semester Credits: 3 Weeks: 8**

The learning community paradigm is central to the development of improved pedagogy. Learning communities are effective models for improving schools and increasing student achievement. Professional development, collaborative groups, shared leadership, professional portfolios, and classroom evaluation all play a role in the design of a learning community. Once established, learning communities require work to sustain their value to the school.

ED-4006A - Safe Schools in Elementary Education**Semester Credits: 3 Weeks: 8**

This course is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in Elementary schools and classrooms. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools at the elementary level.

ED-4006B - Safe Schools in Secondary Education**Semester Credits: 3 Weeks: 8**

This course is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in Secondary schools and classrooms. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools at the secondary level.

ED-4006C - Safe Schools in Special Education

Semester Credits: 3 Weeks: 8

This course is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in schools and classrooms for special education. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools.

ED-4005A - School and Family Partnerships in Elementary Education

Semester Credits: 3 Weeks: 8

This course is designed to provide students with a comprehensive understanding of the scope and magnitude of collaborative relationships with their students' families. Students will have the opportunity to examine case studies of typical families and teachers, and descriptions of real, family-centered programs. The case studies portray the challenges and successes teachers can expect. Students will have the opportunity to reflect on their own personal attitudes and experiences. With an emphasis not only on the theoretical approach, but also the practical approach, the student will gain the knowledge to employ suggested strategies for success.

ED-4005B - School and Family Partnerships in Secondary Education

Semester Credits: 3 Weeks: 8

This course is designed to provide students with a comprehensive understanding of the scope and magnitude of collaborative relationships with their students' families. Students will have the opportunity to examine case studies of typical families and teachers, and descriptions of real, family-centered programs. The case studies portray the challenges and successes teachers can expect. Students will have the opportunity to reflect on their own personal attitudes and experiences. With an emphasis not only on the theoretical approach, but also the practical approach, the student will gain the knowledge to employ suggested strategies for success.

ED-4005C - School and Family Partnerships in Special Education

Semester Credits: 3 Weeks: 8

This course is designed to provide students with a comprehensive understanding of the scope and magnitude of collaborative relationships with their students' families. Students will have the opportunity to examine case studies of typical families and teachers, and descriptions of real, family-centered programs. The case studies portray the challenges and successes teachers can expect. Students will have the opportunity to reflect on their own personal attitudes and experiences. With an emphasis not only on the theoretical approach, but also the practical approach, the student will gain the knowledge to employ suggested strategies for success.

ED-4004A - Assessment of Student Learning in Elementary Education

Semester Credits: 3 Weeks: 12

Students will examine the foundations of assessment for student learning and explore the underlying principles of how assessments can enhance the learning process. Students investigate the underpinnings of assessments to improve their own teaching practice. This course is designed to present issues, ideas, and strategies pertaining to assessment and learning that align with current educational practices.

NOTE: THIS COURSE REQUIRES FIELD EXPERIENCE

ED-4004B - Assessment of Student Learning in Secondary Education

Semester Credits: 3 Weeks: 12

Students will examine the foundations of assessment for student learning and explore the underlying principles of how assessments can enhance the learning process. Students investigate the underpinnings of assessments to improve their own teaching practice. This course is designed to present issues, ideas, and strategies pertaining to assessment and learning that align with current educational practices.

NOTE: THIS COURSE REQUIRES FIELD EXPERIENCE

ED-4004C - Assessment of Student Learning in Special Education

Semester Credits: 3 Weeks: 12

Students will examine the foundations of assessment for student learning and explore the underlying principles of how assessments can enhance the learning process. Students investigate the underpinnings of assessments to improve their own teaching practice. This course is designed to present issues, ideas, and strategies pertaining to assessment and learning that align with current educational practices.

NOTE: THIS COURSE REQUIRES FIELD EXPERIENCE

ED-4003A - Instructional Paradigms and Technology in Elementary Education

Semester Credits: 3 Weeks: 12

The focus of this course is threefold: 1) the student will examine the integration of technology in content-area instruction, 2) the student will investigate how authentic technology-supported student projects can be used in the classroom, and 3) the student will explore how technology can be used to support a cognitive approach to learning.

NOTE: THIS COURSE REQUIRES FIELD EXPERIENCE

ED-4003B - Instructional Paradigms and Technology in Secondary Education

Semester Credits: 3 Weeks: 12

The focus of this course is threefold: 1) the student will examine the integration of technology in content-area instruction, 2) the student will investigate how authentic technology-supported student projects can be used in the classroom, and 3) the student will explore how technology can be used to support a cognitive approach to learning.

NOTE: THIS COURSE REQUIRES FIELD EXPERIENCE

ED-4003C - Instructional Paradigms and Technology in Special Education

Semester Credits: 3 Weeks: 12

The focus of this course is threefold: 1) the student will examine the integration of technology in content-area instruction, 2) the student will investigate how authentic technology-supported student projects can be used in the classroom, and 3) the student will explore how technology can be used to support a cognitive approach to learning.

NOTE: THIS COURSE REQUIRES FIELD EXPERIENCE

ED-4002A - The Role of Teacher Leadership in Elementary Education

Semester Credits: 3 Weeks: 8

This course provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective elementary schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED-4002B - The Role of Teacher Leadership in Secondary Education

Semester Credits: 3 Weeks: 8

This course provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective secondary schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED-4002C - The Role of Teacher Leadership in Special Education

Semester Credits: 3 Weeks: 8

This course provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED-4001A - Foundations of School Leadership in Elementary Education

Semester Credits: 3 Weeks: 8

This course has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED-4001B - Foundations of School Leadership in Secondary Education

Semester Credits: 3 Weeks: 8

This course has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED-4001C - Foundations of School Leadership in Special Education

Semester Credits: 3 Weeks: 8

This course has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED-4000A - Dynamics of Schooling in Elementary Education

Semester Credits: 3 Weeks: 8

This course uses critical thinking exercises to examine research-based instructional practices and procedures that teachers use to guide classroom activities designed to maximize and enhance student achievement. Students will develop an awareness of instructional strategies that shape effective classroom pedagogy and have a profound influence on students, including differentiated instruction, teaching English Language Learners, and using technology and web resources in instruction. Students will also evaluate instructional strategies as well as the effects of standards, professional development, and licensure on teacher effectiveness.

ED-4000B - Dynamics of Schooling in Secondary Education**Semester Credits: 3 Weeks: 8**

This course uses critical thinking exercises to examine research-based instructional practices and procedures that teachers use to guide classroom activities designed to maximize and enhance student achievement. Students will develop an awareness of instructional strategies that shape effective classroom pedagogy and have a profound influence on students, including differentiated instruction, teaching English Language Learners, and using technology and web resources in instruction. Students will also evaluate instructional strategies as well as the effects of standards, professional development, and licensure on teacher effectiveness.

ED-4000C - Dynamics of Schooling in Special Education**Semester Credits: 3 Weeks: 8**

This course uses critical thinking exercises to examine research-based instructional practices and procedures that teachers use to guide classroom activities designed to maximize and enhance student achievement. Students will develop an awareness of instructional strategies that shape effective classroom pedagogy and have a profound influence on students, including differentiated instruction, teaching English Language Learners, and using technology and web resources in instruction. Students will also evaluate instructional strategies as well as the effects of standards, professional development, and licensure on teacher effectiveness.

MAT-5005 - Capstone for Teachers**Semester Credits: 3 Weeks: 8**

This capstone course will provide an opportunity for you to reflect, synthesize, and apply the concepts you have learned throughout the program and experiences. In this course, you will create or enhance a teaching portfolio that showcases the skills and knowledge gained and applied throughout this program, with a particular focus on demonstrated mastery of the program learning outcomes aligned with national standards.

MAT-5004 - Technology for the 21st Century Classroom**Semester Credits: 3 Weeks: 8**

Teachers today have a wealth of technology available to them for instruction. Students will explore the latest technology innovations for teaching and learning as well as ideas for managing technology usage both inside and outside the classroom.

MAT-5003 - Diversity, Inclusion and Exceptional Learners**Semester Credits: 3 Weeks: 8**

In this course students will explore the wide range of diverse learners found in the modern classroom as well as strategies for meeting their unique learning needs. Students will explore strategies used to differentiate instruction for students including learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners.

MAT-5002 - Planning and Presenting Instruction for Diverse Learners

Semester Credits: 3 Weeks: 8

Students will learn the basics of research-based effective instructional principles and how to best differentiate instruction within the classroom to effectively meet diverse learner needs. Quality lesson design including unit and lesson planning, assessment, engagement of learners, and strategies for scaffolding instruction to meet the learning needs of diverse students will be addressed.

MAT-5001 - Foundations of Teaching and Learning

Semester Credits: 3 Weeks: 8

This course orients students to Northcentral University and allows students to focus on developing the essential skills needed to complete a Master's degree in Education. Foundational graduate level skills involving academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and peer-reviewed research articles, and the use of academic writing in APA format and style to produce defensible arguments will be addressed.

Education Foundation

EDU-8001 - Advanced Scholarly Writing

Semester Credits: 3 Weeks: 8

In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. Students will become familiar with various writing and communication formats, such as papers, annotated bibliographies, and practice preparing those formats appropriate to their degree. Additionally, students will develop techniques for following APA form and style and avoiding plagiarism.

EDU-8000 - Foundations for Doctoral Study in Education

Semester Credits: 3 Weeks: 8

Foundations for Doctoral Study in Education is a course designed to provide students in the field of education with an overview of doctoral-level skills, such as self-reflection, time-management, academic integrity, effective use of the Northcentral University Library, comprehensive understanding of complex scholarly texts, research articles, and critical writing, including presenting annotated bibliographies, goal writing and application of feedback. Students will complete the course with a better understanding of scholarly writing and a roadmap to navigate their way to completion of their educational aspirations through research.

EDU-5000 - Foundations for Graduate Study in Education

Semester Credits: 3 Weeks: 8

Foundations for Graduate Study in Education is a course designed to give students an introduction to the field of education with particular emphasis on providing students with an overview of graduate-level skills, such as self-reflection, time-management, academic integrity, effective use of the Northcentral University library, comprehensive understanding of complex scholarly texts, research articles, and critical writing, including presenting an annotated bibliography, goal writing, and application of feedback. Students will complete the course with a better understanding of scholarly writing and a roadmap to navigate their way to the completion of their educational aspirations through research.

Education Leadership

EDL-8335 - Evidence-Based Decision-Making in Educational Leadership

Semester Credits: 3 Weeks: 8

In this course, you will explore evidence-based decision-making in leadership to facilitate school and district performance. Utilizing authentic situations, you will analyze techniques to identify valid evidence to make informed decisions, processes in effectively collaborating with major stakeholders, and the effectiveness of the evidence-based decision making process.

EDL-8030 - Educational Leadership Theory

Semester Credits: 3 Weeks: 8

In this course, students will explore the theoretical foundations of effective school district leadership. Course emphasis will involve an understanding of leadership theory, the importance of leadership theory, and how leadership theory can inform effective school district leadership. Students will analyze various leadership theories and their application within the school learning environment as a school district leader.

EDL-8025 - Educational Policy, Leadership, and Research

Semester Credits: 3 Weeks: 8

In this course, you will explore the understanding of and relationships among educational policy, leadership, and research. Course emphasis will involve definitions and examples of effective educational policy, leadership theory, and research as well as how these areas can be effectively employed together. You will analyze various seminal educational policies, effective leadership qualities and practices, and research approaches to facilitate school performance.

EDL-7040 - Leadership in Instructional Technology

Semester Credits: 3 Weeks: 8

In this course, students will explore a leadership role involving the integration of technology within instructional practices by teachers. As the use of technology by students continues to advance and has often become a preferred method for their interaction and learning, educational leaders need to ensure teachers are effectively integrating technological advances as facilitators for student achievement. Topics will involve understanding technology integration trends, supporting teachers to effectively integrate technology within their instructional practices, developing technology integration evaluation criteria, and supporting parents with technology integration for student learning at home.

EDL-7025 - Educational Policy, Leadership, and Research

Semester Credits: 3 Weeks: 8

In this course, you will explore the understanding of and relationships among educational policy, leadership, and research. Course emphasis will involve definitions and examples of effective educational policy, leadership theory, and research as well as how these areas can be effectively employed together. You will analyze various seminal educational policies, effective leadership qualities and practices, and research approaches to facilitate school performance.

EDL-5035 - Supervision of Curriculum

Semester Credits: 3 Weeks: 8

This course provides students with the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. The course also provides students with the skills and knowledge required to examine, review, evaluate, and select consistent and equitable instructional programs, materials, and products that support student achievement and institutional goals.

EDL-5033 - School Based Leadership

Semester Credits: 3 Weeks: 8

In this course, students are provided the leadership concepts and skills needed to be dynamic, innovative, and adaptive school leaders. One of the major roles of school leaders is to cultivate the development of a culture that promotes learner-centered schools. In a learner-centered school, there is a shared responsibility of leadership among the entire school staff that fosters the creation of authentic learning communities. This course offers students the opportunity to explore the authentic learning communities from a shared - school based leadership perspective.

EDL-5013 - School Finance

Semester Credits: 3 Weeks: 8

This course will provide students with an understanding of and practical experience with the major concepts and tools in school finance. The course will cover the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.

EDL-5004 - School Law

Semester Credits: 3 Weeks: 8

Students in educational leadership roles need a working knowledge of school law, especially as it pertains to the rights of students and teachers. Concepts addressed in this course focus on a history of the legal system and the federal government's role in setting public school policy. Topics include student rights regarding free speech, search and seizure, due process, and discipline. Policies regarding teacher certification, academic freedom, due process rights, anti-discrimination, and employment considerations will also be addressed. The course "School Law" is critical to understanding the basic structure and guidance that governs school boards, schools, administrators, teachers, and students.

Education Research

EDR-8205 - Advanced Quantitative Design and Measurement

Semester Credits: 3 Weeks: 8

This course offers in-depth knowledge of advanced quantitative research design and measurement. Students will examine the principles of quantitative research, the conventions of a quantitative study, validity and reliability, variable operationalization, and inferential designs used within the quantitative research paradigm. Quantitative data collection and analysis methods will be discussed. The components of a quantitative research proposal are explored in readiness for the dissertation research process and in preparation for the dissertation phase of the program.

EDR-8204 - Advanced Qualitative Design and Measurement

Semester Credits: 3 Weeks: 8

This course focuses on the research methods used in qualitative inquiry with particular emphasis on problem/issue alignment and suitability of the research question for qualitative designs used in educational research. Students will examine the principles of qualitative research, the conventions of a qualitative study, trustworthiness of the study, role of researcher and participant in qualitative research, and common designs used within the qualitative research paradigm. Qualitative data collection and analysis methods will be discussed. The components of a qualitative research proposal are explored in readiness for a dissertation research process and in preparation for the dissertation phase of the program.

EDR-8203 - Research Methods

Semester Credits: 3 Weeks: 8

This introductory research course provides foundational knowledge needed for subsequent research courses in preparation for successfully completing a dissertation research study at Northcentral University. Students will continue to expand scholarly academic skills to focus on research methodology development and investigate theoretical and practical foundations of qualitative and quantitative research methodologies used within educational research. Students will identify criteria for the development of a quality research study, and ensure the study is ethical, accurate, comprehensive, cohesive, and aligned. Specific course topics will involve the ethics of conducting research, data collection and analysis techniques, and issues of validity, reliability, and rigor. This course is intended to familiarize students with concepts and skills associated with conducting scholarly research.

EDR-8202 - Statistics II

Semester Credits: 3 Weeks: 8

Students will learn advanced statistical principles and how to apply them to quantitative research. Students will be provided an overview of advanced statistical concepts used in empirical research, including inferential analyses. Advanced computations will be performed using SPSS. The focus involves helping students build independent scholarly skills with an emphasis on understanding multivariate data; the use, comprehension, and evaluation of sophisticated statistical concepts, and presentation of statistical results.

EDR-8201 - Statistics I

Semester Credits: 3 Weeks: 8

This course offers foundational knowledge to become a critical consumer of statistical- based research literature as well as develop the necessary skillset for non-inferential quantitative analyses. A well-trained scholarly researcher incorporates basic knowledge of statistical analyses and enhanced empirical and statistical literacy. The emphasis will be on understanding multivariate data, non-inferential and inferential statistical concepts, the conventions of quantitative data analysis, interpretation and critical inferences from statistical results. Statistical computations will be completed using SPSS, a statistical software application for quantitative data analysis. The course culminates in a synthesis project to demonstrate statistical skills and aligned with APA guidelines for presentation of statistical results.

EDR-8200 - Scholarly Literature Review

Semester Credits: 3 Weeks: 8

Students will develop effective search and scholarly writing strategies to create a scholarly review of literature. The course emphasizes how to: (a) use effective literature search strategies; (b) develop a scholarly synthesis of research literature; (c) organize research literature around identified research themes, including a study problem, purpose, and theoretical perspectives for an empirical research study; and (d) focus on developing a scholarly exposition that reflects divergent viewpoints and contrasting perspectives. The overarching goal of this course is for students to understand strategies to survey scholarly empirical and theoretical literature to avoid bias, focus on educational practice-based research problems, and address the required components of a scholarly literature review.

E-Learning

EL-7010 - Online Learning for the PK-12 Students

Semester Credits: 3 Weeks: 8

In this course, students will examine the potential that the Internet offers to students in Grades K-12. Students will

explore the challenges and the opportunities of Web-based learning in the K-12 environment as well as the questions that surround the key issues involved in successfully incorporating the wide-range of Web-based learning opportunities for the K-12 classroom, including technology, content, and implementation.

EL-7007 - Developing Online Content Ethically and Legally

Semester Credits: 3 Weeks: 8

Students are provided a foundation in cyber law and the varied legal and ethical issues that pertain to the use of technology in organizations. Students will examine and evaluate issues involving plagiarism, public domain, copyright protection, infringement, and protection while developing online content. Emphasis will be placed on gaining a clear understanding of the law in order to make decisions about the use of online tools and content.

EL-7006 - Facilitating Adult Learning Online

Semester Credits: 3 Weeks: 8

In this course, students will assess pedagogical learning theories and paradigms in teaching and learning and the impact on adult learning. Integration of effective adult learning principles in an online learning environment. Emphasis will be placed on theory into practice. Students will acquire skills necessary to create online communities of adult learners.

EL-7004 - The Online Learner

Semester Credits: 3 Weeks: 8

In this course, students are introduced to key issues and practical guidance for working with students in an e-learning environment. Examination of the basic characteristics of students and the factors that are critical to the success of the online student including the student-centered, co-facilitator environment; the instructor's role in the e-learning environment, student evaluation; and student and course assessment.

EL-7003 - Instructional Design and Engaging E-Learning Activities

Semester Credits: 3 Weeks: 8

In this course, students will examine instructional design in an online education and training environment. Students will evaluate the relationship between instructional design and the use of various technologies. Applications of practical skills are introduced for the design and development of best experiences. Students will design activities and learning experiences for e-learning classes.

EL-7002 - E-Learning Instructional Strategies

Semester Credits: 3 Weeks: 8

This course serves as an introduction to instructional learning strategies using information and communication technologies. Students will develop effective online learning facilitation skills such as establishing a safe learning environment for learners, accommodating various learning styles, conducting effective online class discussions, monitoring the progress of learners, guiding collaborating online learning activities, and administering online assessment and evaluations.

EL-7001 - Principles and Practices in E-Learning (Foundation Course)

Semester Credits: 3 Weeks: 8

Students are introduced to the essential elements in the field of e-learning. Students will develop an understanding of the principles, philosophies, best practices, approaches, technologies, and delivery models used by practitioners in the field of e-learning. The various needs e-learning practices can meet and the best ways to effectively implement e-learning into academic environments will also be explored.

EL-5009 - Mobile Devices for Teaching and Learning

Semester Credits: 3 Weeks: 8

In this course, students will receive an introduction to teaching and learning using mobile devices. This course will present a conceptual and theoretical foundation for implementing mobile devices into the curriculum including exploration, examination, and evaluation for the efficacious use of mobile devices in the classroom. Students will analyze related mobile technology processes and techniques for effectively using these devices. Students will also explore the structural aspects, pedagogical issues, curriculum design, psychological and group dynamics, ethical and social issues, as well as the practical issues of using mobile devices.

EL-5007 - Ethics and Legal Issues

Semester Credits: 3 Weeks: 8

This Master's level course will examine potential legal and ethical issues involved in online classes and programs. Ethical principles that relate to copyright, intellectual property, negligence, fair use, and privacy will be explored. This course will provide educators with a general framework for addressing issues such as ownership of electronic course materials, determining whether a work is in the public domain, and the proper use of copyrighted works at a distance. Prevention of plagiarism in the digital environment will also be addressed.

EL-5006 - Adult Learning Theories

Semester Credits: 3 Weeks: 8

During this course, students will examine and develop the skills in identifying, analyzing, and planning for the diversity in adult learning behaviors. Students will identify the strategies for developing critical thinking and reflective practice in adult students. Students will evaluate the principles of adult learning theory and how they can be used in the design of technology-based instruction to make it more effective.

EL-5003 - Instructional Design Strategies

Semester Credits: 3 Weeks: 8

In this course, students are introduced to instructional and design strategies for authentic online activities in the fields of education and training. The use and understanding of the ADDIE Model will provide a foundation for students and assist in developing effective online activities for an online course. Topics include: online student and instructor competencies, building an online community, pedagogical models, authentic online activities using technology, and survey development.

EL-5002 - Introduction to E-Learning Instructional Strategies

Semester Credits: 3 Weeks: 8

In this Master's level, students will be introduced to the strategies necessary to facilitate teaching and learning practices in the e-learning environment. Students will also examine the development of effective online learning facilitation skills, understanding theories of learning to accommodating various learning styles, conducting effective online class discussions, monitoring the progress of students, guiding collaborative online learning activities, and administering online assessment and evaluations.

EL-5001 - Introduction to Principles and Practices in E-Learning

Semester Credits: 3 Weeks: 8

In this course, students will receive an introduction to the teaching and learning strategies in the e-learning environment. Students will examine the basic foundations of e-learning, instructional principles used to develop

effective online courses and materials, and the assignments and assessments that are used in e-learning. Students will design a professional development or corporate training activity based on best practices in e-learning.

English Second Language

ESL-7007 - Second Language Foundations

Semester Credits: 3 Weeks: 8

The course will prepare teachers to assess the needs of English Language students (ELL) and develop curriculum materials and effective teaching methods for ELLs enrolled in both Structured English Immersion programs and mainstream classes. Students will examine critically the theoretical foundations and recent research findings that inform second language classroom practices.

ESL-7005 - Developing Curriculum for ESL Students

Semester Credits: 3 Weeks: 8

This course prepares ESL teachers to develop curriculum for their students. It includes a general overview of curriculum design, the basics of second language curricular needs and how to adapt the content curriculum for ELL students, with emphasis on integrating language and content by means of thematic units. Different types of ESL programs and plans will be studied. Students will also learn how to evaluate and adapt materials for ELL students.

ESL-7004 - Bilingual Instructional Methods

Semester Credits: 3 Weeks: 8

In this course, students will be provided a framework for instruction of students whose primary language is one other than English. Constructivist paradigms will be utilized to provide relevant theoretical and practical information related to bilingual instructional methods with a goal of development of cultural competence and cultural respect for students growing up in a bilingual world.

ESL-7003 - Evaluation of Diverse Students

Semester Credits: 3 Weeks: 8

In this course, students will focus on practices in assessing K-12 learners from diverse cultures and with diverse abilities. Students in this class learn assessment practices that lead to plans for supporting age appropriate development in ways that are individually and culturally relevant for families and practitioners and that are consistent with current recommended practices in the field of K-12 education.

ESL-7002 - Cultural Diversity

Semester Credits: 3 Weeks: 8

In this course, students will obtain awareness of both the cognitive knowledge, analysis, and synthesis skills necessary to reflectively interact with and/or serve or lead culturally diverse populations. This course will particularly emphasize effective leadership knowledge, skills, attitudes, and dispositions that are essential in effective professional relationships. Additionally, it will focus on those whose diversity is cultural and who are more likely to be encountered by the students taking the course.

ESL-7001 - Instructional Practices

Semester Credits: 3 Weeks: 8

This course examines the principles and theoretical base of ESL instruction as they relate to improving instructional

practices. Students will investigate theories of language acquisition and language teaching. Emphasize will be placed on research findings and students will recommended practices and articulate a professional philosophy of instruction.

ESL-5006 - ESL and Bilingual Instructional Methodologies

Semester Credits: 3 Weeks: 8

This course focuses on instructional strategies and methodologies for the bilingual-bicultural student. The course covers teaching oral language and literacy skills (reading/writing) and the integration of culture in reading and writing in the content areas. Students will explore teaching in multicultural context for oral language development, adapting and developing lesson designs and materials, facilitating the reading process, coaching the developing second language writer, and strategies for teaching literature.

ESL-5005 - English Language Learning

Semester Credits: 3 Weeks: 8

In this course, you will explore best practices for teaching English language learners (ELLs). You will consider theoretical and sociocultural influences as well as contemporary techniques for instructional planning, academic assessment, resource selection, and classroom management. You will also contemplate the experiences of ELL teachers who non-native speakers themselves.

ESL-5003 - Assessment of Linguistically Diverse Students

Semester Credits: 3 Weeks: 8

In this course, you will focus on the assessment of linguistically diverse students, particularly assessment of their English language proficiency and multiple measures for academic assessment of reading comprehension and mathematical proficiency. Both formal and informal assessments will be reviewed, including modifications, portfolios, and graphic organizers.

ESL-5001 - Foundations of Instruction for Non-English Language Background Students

Semester Credits: 3 Weeks: 8

This master's level course establishes the rationale for English as a second language and bilingual education, preparing reflective practitioners and educational leaders to address issues and concerns critically and analytically in the classroom. It provides a comprehensive survey of bilingual/ESL strategies for students with a non-English language background while expanding the student's understanding of best educational practices. Students will explore models of bilingual education and language development.

Entrepreneurship

ENT-5005 - New Venture Business Plan Creation

Semester Credits: 3 Weeks: 8

Students will finalize and complete a new venture business plan that has been the focus of the four prior entrepreneur/intrapreneur specialization courses. At the conclusion of this capstone course, students will have reviewed and finalized all applicable research, preparation, and analysis that was required in the previous courses. The final deliverable is a business plan and investor presentation for a startup business concept. The business plan should be of final form in which it is presentable for interested investors, stakeholders, or other interested parties.

ENT-5004 - Sustainable Business Practices

Semester Credits: 3 Weeks: 8

The goal of this course is to explore how the product or service will be effectively integrated into business activities to ensure that the venture is viable and sustainable in the marketplace. Depending on the product or service, students will have to identify any sustainability issues and evaluate if the process required for supporting the product or service is truly sustainable. Future success will depend on the overall sustainability of the venture processes that will support the new product or service. The course will also require students to examine social responsibility and the impact the new product or service may have on the environment, both today and in the future.

ENT-5003 - Venture Capital and Private Equity**Semester Credits: 3 Weeks: 8**

Students will develop a plan to research, identify, and acquire the financial resources required for successful funding of the new venture. Funding the new venture will require students to examine business valuation, deal development, debt planning and structure, and the acquisition of venture capital from government agencies (Small Business Administration for example) or interested investors. A clear and succinct plan for funding the new business venture will be paramount to the successful acceptance of the new venture business plan by interested parties such as investors, stakeholders, bankers, or angel funds. Upon completion of the course, students will have a detailed financial plan that can be presented to investors and other interested parties.

ENT-5002 - New Venture Formation**Semester Credits: 3 Weeks: 8**

The formation of a new venture is an evolutionary process which requires research, analysis, assessment, and reevaluation of a new product or service in a competitive environment. Students will assess various leadership styles and how the styles might enhance venture performance. Students will examine the many business models available and determine how the models may possibly be incorporated into the new venture plan. A cursory analysis of personnel to define needs for skill types and sets will also be performed. Students will evaluate funding and financing options as well as market strategies based on an initial competitive analysis of the marketplace. At the conclusion of the course, students will have completed steps to solidify and clarify their new venture plan through research and analysis.

ENT-5001 - Strategic Market Assessments**Semester Credits: 3 Weeks: 8**

In this course, students will learn how to identify and analyze the various internal and external factors which impact the development of effective marketing strategy in both the domestic and global marketplace. This will include but not be limited to governmental, business, technological, and political challenges and opportunities that exist when operating within emerging national and international markets. The roles of history and tradition are also explored in light of their potential impact on various emerging market economies. The course will require the student to delve into advanced exploration of current topics, marketing of innovations and early stage technologies, the entrepreneurial dimensions of market research and analysis, intellectual property protection and management, and other potential new market plan related topics. Finally, students will utilize current business case studies to demonstrate "real world application" of the concepts discovered in this course to develop a strategic marketing plan for an existing or prospective business enterprise.

ENT-5000 - Innovation - The Entrepreneur and Intrapreneur**Semester Credits: 3 Weeks: 8**

This is the initial course in the entrepreneurship specialization and serves as the prerequisite for all future courses within the specialization. Prior to the start of this course, it is recommended that students enter the course with a well thought out product or service venture. Students will explore many facets of the potential venture to include new venture feasibility, an analysis of strengths, weaknesses, opportunities and threats (SWOT), and identification of potential investors to determine if the new venture is needed within the marketplace.

Finance

FIN-8010CAGS - Financial Management

Semester Credits: 3 Weeks: 8

The student will develop a comprehensive research project that seeks to create a unique solution to a stated, real, or hypothetical defined topic approved by the course instructor. Within the area of financial management, this research project could be a capital investment where the objective is to replace existing machinery with more efficient equipment, or it could be expansionary in nature with the objective being to add a plant and equipment for growth. The topics could also touch on such issues as alternative financing between debt and equity, alternative financing between short term debt, inventory management, accounts receivable management, compensation structures, corporate governance, and alternatives for creation of equity valuation.

FIN-7018 - Accounting and Control for Nonprofit Organizations

Semester Credits: 3 Weeks: 8

This course is important for the advanced financial and accounting professional to better understand the planning and control systems within nonprofit organizations. In this course, students are provided a complete review of the accounting principles and practices used in Not-for-Profit organizations with a heavy focus on governmental accounting practices. The course materials on accounting principles and practices can be applied to hospitals, colleges and universities, health and welfare agencies, and other similar organizations. The course includes topics on appropriations, budgetary accounting, financial conditions, auditing, fund accounting, and ethics. The course assessments include cases, problem solving, and written research narratives.

FIN-7016 - Financial Management for International Business

Semester Credits: 3 Weeks: 8

In This Doctoral level course students will examine advanced components of international finance. The topic areas of The course include the international monetary system, the balance of payments, the foreign exchange market, the risk exposures to foreign exchange, the use of derivatives to hedge exposures to foreign exchange, the global funding of equity and debt, the project assessment of a corporate investment into a foreign country and the working management issues for a multinational company. Overall, students in this course are offered a thorough examination of both practical and academic analyses related to multinational business finance.

FIN-7015 - Advanced Financial Statement Analysis

Semester Credits: 3 Weeks: 8

The student will examines the most important advanced components of financial statement analysis with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student will be required to develop some in-depth papers on the primary academic topics within financial statement analysis. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an analysis of the balance sheet and income statement. It continues with an examination of financial ratios. It provides a careful examination of a common size statement. The course studies the decomposition analysis and the impacts of financial leverage.

FIN-7014 - Managing Financial Institutions

Semester Credits: 3 Weeks: 8

This course examines the most important advanced components of financial institutions with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant

academic papers. The student is required to develop some in-depth papers on the primary academic topics within financial institutions. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an analysis of the financial system and financial institutions. It continues with an examination of financial statements for financial institutions. It provides a careful examination of interest rate risk and credit risk. Next the course studies derivative securities for financial institutions. The course finishes with a thorough examination of an academic paper and then the development of a presentation on financial institutions.

FIN-7013 - Investment Portfolio Analysis

Semester Credits: 3 Weeks: 8

This course is an introduction to investment portfolio management. Central to this understanding is the concept of risks and return, futures, swaps, valuation, and risk portfolio performance. Additional examination will be on the advanced components of investments with an emphasis on financial markets, option market valuations, international diversification, and pricing models. This course will help students gain financial knowledge that can be used to make sound investment decisions. Shareholders, stakeholders, financial managers, and investors will be able to further identify key sources of funding to grow their business or gain a greater return on investments

FIN-7012 - Corporate Finance

Semester Credits: 3 Weeks: 8

This course is an introduction to the role of finance, the operating environment of the firm, analysis of financial statements, the term structure of interest rates and yield curves. It has been said that to really understand a business, one must understand the financial numbers. This course, building upon a basic understanding of accounting, serves as the springboard for understanding the financial health of a corporation. Central to this understanding is the concept of cash flow, where it comes from and what affects it. While knowledge of accrual accounting is important, one pays bills from cash, not receivables. Preparing financial statements, something learned in accounting, is not the same as understanding what they are telling us. This course provides the initial building blocks for understanding the financial strengths and weaknesses of a corporation.

FIN-5018 - Accounting for Nonprofit Organizations

Semester Credits: 3 Weeks: 8

This course provides a comprehensive overview of the principles and practices of accounting and financial oversight of governmental and nonprofit organizations. The accounting function in these organizations is unique because, relative to for-profit accounting, their goal is not to demonstrate profits earned for shareholders but instead to provide those who fund their organizations a record of how funds were raised and used to provide services to their constituents. The main form of financial recordkeeping used by these organizations is fund accounting. Related topics covered in this course include general and revenue funds, capital project funds, debt service funds, enterprise and fiduciary funds, capital project funds, long-term debt and fixed-asset accounting, and the planning and control of cash and temporary investments.

FIN-5016 - International Finance

Semester Credits: 3 Weeks: 8

This course extends the principles of corporate financial management into the international realm. International finance differs from purely domestic financial management in two important ways. First, foreign exchange rate (the conversion rate of one currency into another) volatility creates an additional level of difficulty for companies as they make investment and financing decisions. Second, since multinational corporations conduct business across international boundaries, their decision making is affected by different political, regulatory, and tax regimes. In the first half of this course, you will learn about the global financial environment and investigate how exchange rates are determined. The

second half of the course focuses on financial decision making in an international setting, with specific emphasis on managing foreign exchange risk in making choices concerning long-term business investments.

FIN-5015 - Financial Statement Analysis

Semester Credits: 3 Weeks: 8

This course concerns analyzing the financial operations of a business with specific emphasis on the funding needs of public and private firms, both domestic and international. Companies need capital for a variety of reasons and access to adequate and reasonably priced capital is essential to the survival of any firm. The main source of data that we will utilize to consider a firm's current financial health and future fund needs are the income statement and the balance sheet. The tools we will employ in our analysis are cash flow statements, financial ratios, and common-size financial statements.

FIN-5014 - Financial Institutions

Semester Credits: 3 Weeks: 8

This course takes a broad approach in studying financial institutions such as commercial banks, savings and loan associations, investment banks and insurance companies. The central theme involves examining the risks facing financial institutions and the methods and markets through which these risks are managed.

FIN-5013 - Investment Management

Semester Credits: 3 Weeks: 8

In this course, students will examine the theoretical and technical concepts associated with investing in marketable securities. Optional security investments are assessed with an analysis of the historical risk and return structure for these securities. The Efficient Market Hypothesis is studied which in turn leads to the examination of important valuation models - the Capital Asset Pricing Model and the Arbitrage Pricing Theory. The course further includes an analysis for fixed income security investing with an important emphasis on interest rate risk for these securities. Moreover, the course includes the use of derivative securities such as futures, forward contracts, options and swaps. A framework for making intelligent investment decisions and achieving successful investment results is developed.

FIN-5012 - Corporate Finance

Semester Credits: 3 Weeks: 8

This course examines the most important components of corporate finance. The course starts with an examination of the financial statements and the related financial ratios. The financial statements include the balance sheet and the income statement while the financial ratios make use of financial statement metrics to assess such issues as profitability, short term solvency, management of current accounts and debt structure choices. The course then studies some fundamental concepts on using present value and future value to solve business and personal financial problems. The differences between debt and equity securities are examined including the important role of interest rates in valuing debt securities, i.e. government and corporate bond values. This course will examine the benefits and costs of employing debt verse equity with the objective to maximize the value of the firm.

Forensic Psychology

PSY-6511 - Internship in Forensic Psychology

Semester Credits: 3 Weeks: 12

Students seeking a master's degree in forensic psychology may opt to complete their degree by taking an internship in forensic psychology instead of the Capstone course, PSY5510-8. Students interested in this option are required to submit paperwork approving their internship site prior to enrolling in this course and no later than their eighth course in the program. During the internship experience, students will meet weekly with their assigned NCU professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

PSY-6510 - Capstone in Forensic Psychology

Semester Credits: 3 Weeks: 8

The Capstone course in Forensic Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program in Forensic Psychology. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Forensic Psychology.

PSY-6507 - Criminal Profiling

Semester Credits: 3 Weeks: 8

This course will examine criminal behavior from a psychological perspective. Topics covered include foundations of criminal profiling, victimology, behavioral patterns and behavioral analysis. Alternative methods of profiling and analytical reasoning skills required of an effective profiler will be explored.

PSY-6506 - Psychological Evaluation and Treatment of Offenders

Semester Credits: 3 Weeks: 8

This course reviews the use of psychological evaluation and treatment strategies of offenders. Students will review the history of treatment in the forensic setting, including clinical definitions of deviant behavior and therapeutic treatment models for both offenders and victims. Common assessments in forensic studies will be examined. Other topics to be covered include therapeutic follow-up, recidivism and contemporary trends in treatment in forensic settings.

PSY-6503 - Forensic Psychology in Correctional Settings

Semester Credits: 3 Weeks: 8

This course is focused on the use and application of psychological principles in correctional settings non-traditional correctional settings (such as military policing). Students will examine topics such as criminal profiling, psychology and community policing, and violence within correctional settings. The offender-authority relationship, including juvenile offenders, will be explored. In addition, students will consider the implications of rehabilitation, reunification and recidivism.

PSY-5505 - Diversity and Forensic Psychology

Semester Credits: 3 Weeks: 8

This course is focused on victimization and offender characteristics through the lens of diversity. Students will examine gender and cultural differences in the area of forensic psychology. Concepts such as assessment of diverse populations, prejudice and bias will be covered. Challenges that authority face as well as to remediation efforts will be explored. Professional ethics and personal values conflicts also will be explored.

PSY-5504 - Social Psychology and Aggression

Semester Credits: 3 Weeks: 8

This course is focused on the psychological theories of aggression. Students will examine principles of social psychology including the frustration-aggression hypothesis, cognitive dissonance, cognition and arousal as well as heuristics. Psychosocial factors in aggression as well as gender differences and cultural influences on aggression expression also will be explored.

PSY-5502 - Psychology of Law and Justice**Semester Credits: 3 Weeks: 8**

This course examines the integration of forensic psychology and the legal system. Psychological implications of criminal justice will be explored. Students also will review psychological theories and research related to criminal behavior and victimization as well as the impact and relationship between the legal system and human behavior. The history and ethics of remediation also will be addressed.

PSY-5501 - Principles of Forensic Psychology**Semester Credits: 3 Weeks: 8**

This course is an introduction to graduate studies in Forensic Psychology. This area of psychology involves the application of psychological principles to the justice system, which includes law enforcement, the courts, corrections, and victim services. Current models, theories, and research in Forensic Psychology will be explored. In addition, graduate-level skills, such as academic integrity, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and use of APA form and style in professional communication are also introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

Global Training**GTD-7019 - Trainer as Consultant in the Global Marketplace****Semester Credits: 3 Weeks: 8**

In this course, doctoral students will analyze ways to create value, improve productivity, and deliver change in global and multi-national organizations. This course is designed to focus on the process of consultation, and the various approaches to assisting global organizations as an outside professional. Models of consulting are presented for consideration and topics including management, ethics, tools, and techniques are addressed. The doctoral student will assess methods to contract with an organization, provide effective diagnosis and feedback, design interventions, and continue to synthesize relevant literature.

GTD-7013 - Evaluating Training Programs**Semester Credits: 3 Weeks: 8**

In this doctoral course students will analyze methods and models used to evaluate training initiatives. Students will assess the critical components of successful training by exploring professional training programs and methods of evaluation. This course is designed provide a framework for evaluating the concepts, principles, theories, and techniques of training evaluation. In this course, students will identify and clarify the training needs of organizations; consider approaches to training evaluation; design a complete evaluation plan.

GTD-7011 - Best Practices for Training and Presenting to International Audiences**Semester Credits: 3 Weeks: 8**

International audiences present experienced trainers with unique challenges. Understanding the best practices in training and presenting to international audiences is key in the success of global training. In this doctoral course,

students will evaluate the impact of global performance culture, best practices in training design and engagement, and cross cultural training.

GTD-7007 - The Role of Technology in the Global Training Marketplace

Semester Credits: 3 Weeks: 8

This doctoral level course is designed to provide a frame-work for analysis, implementation, and evaluation of technology based training solutions. Students will explore the varying models and tools used in computer and web-based interventions as well as investigate the challenges of integrating these technological tools into the global training marketplace. Special emphasis will be paid to the role of evaluation throughout the decision to use and implement technology based solutions in global training and development.

GTD-7005 - Strategic Links for Successful Global Training

Semester Credits: 3 Weeks: 8

In this Doctoral level course, students will assess the intersection of organizational strategy and global training and development. Students will explore best practices in strategic training, methods used to align training activities with business goals, and design a complete strategic training plan.

GTD-7000 - Human Performance: Paradigms and Possibilities

Semester Credits: 3 Weeks: 8

In this doctoral level course, students will assess issues and trends that impact employee performance in multi-national and global organizations. Students will evaluate models and theories that lead to successful training initiatives and improve the overall performance of employees and organizations.

GTD-5019 - Trainer as Consultant in the Global Marketplace

Semester Credits: 3 Weeks: 8

In this course, students will develop an understanding of ways to create value, improve productivity, and deliver change to global organizations. Models of consulting are presented for consideration and topics including management, ethics, tools, and techniques are addressed. Activities will focus on the process of consultation and the various approaches to assisting global organizations as an inside or outside professional.

GTD-5013 - Evaluating Training Programs

Semester Credits: 3 Weeks: 8

In this course, students gain knowledge of fundamental concepts, principles, theories, and techniques of training evaluation. The underlying value of such knowledge for global trainers is the ability to understand how and why particular training programs are effective or ineffective. Students will identify and clarify the training needs of organizations; select appropriate training approaches; and evaluate training outcomes.

GTD-5011 - Introduction to Best Practices for Training and Presenting to International Audiences

Semester Credits: 3 Weeks: 8

In this course, students will investigate best practices for training and presenting to international audiences. There will be opportunities to analyze the role of culture and best practices. In addition, global training skills will be honed through application of practices relative to international training and presentation.

GTD-5007 - The Role of Technology in the Global Training Marketplace

Semester Credits: 3 Weeks: 8

In this course, students will explore the impact of rapidly changing technology and the challenges of integrating these technological tools into the global training marketplace. This course will prepare students to identify strategic reasons to implement web-based training, provide tools for best-practices evaluation, and synthesize diverse elements of technology-driven training.

GTD-5005 - Introduction to Successful Global Training Techniques

Semester Credits: 3 Weeks: 8

This course explores basic principles of global training and development in corporate and educational settings. Students will explore best practices to uncover links that can be made to increase the value of global training and development in light of leader expectations. Topics will include diversified training approaches, differentiated and accelerated learning concepts and theories, and successful classroom and web strategies that can be utilized successfully in a global context.

GTD-5000 - Human Performance and Improvement

Semester Credits: 3 Weeks: 8

In this course, students will examine human performance and improvement. Topics include: performance improvement analysis, needs assessment, models of change, and performance models and interventions.

Healthcare Administration

DHA-7013 - DHA Portfolio

Semester Credits: 3 Weeks: 8

This course is focused on your working in collaboration with faculty to create a comprehensive portfolio of your work and achievements in your doctoral studies. Portfolio artifacts will demonstrate your achievement of key competencies, including in the areas of ethics and social responsibility, theory and research in healthcare administration, problem detection, global understanding, and professional competency. You also will present your project concept paper as part of the portfolio.

DHA-7012 - Data-Driven Decision Making

Semester Credits: 3 Weeks: 8

This course examines how qualitative and quantitative research data informs decision-making in healthcare management. You will review statistical techniques used to analyze healthcare data. You will also evaluate and interpret findings of published research and technical reports to assess application in healthcare settings. Additionally, you will review the need to and methods used to protect health information when conducting and interpreting research.

DHA-7011 - Advanced Application of Practice-Based Research in Health

Semester Credits: 3 Weeks: 8

Using implementation science as a framework to disseminate research in clinical and community-based healthcare, this course you will examine study designs and methods used in this translational research approach that considers how to transfer evidence-based research into practice. You will learn how successful integration of this research, into contemporary application, requires both involvement and input from the end user.

DHA-7010 - Project and Resource Management in Integrated Systems

Semester Credits: 3 Weeks: 8

The course covers key components of project management within integrated health systems. You will review concepts of project integration, project scope, project timeline and cost management. You also will examine leadership skills used in project management for healthcare. These include human resource considerations, marketing and communications, and risk and procurement management.

DHA-7009 - Quantitative Reasoning and Analysis

Semester Credits: 3 Weeks: 8

In this course, you will examine the principles of quantitative reasoning and analysis used in healthcare research. You will explore quantitative research designs and techniques that can be used to support evidence-based decision making. Topics to be covered include data presentation, statistical analysis, description and testing of relationships, and survey research. Common challenges within quantitative healthcare research will be explored.

DHA-7008 - Research Theory, Design, and Methods

Semester Credits: 3 Weeks: 8

This course provides you with a foundation for research theory, including quantitative and qualitative methods. You will gain an understanding of why research methods are essential for an executive level manager within the healthcare industry. Topics explored will also include the nature of multiple research designs, analytical strategies, factors in quality, and ethical issues in research method and design.

DHA-7007 - Trends and Issues in Executive-Level Management for Healthcare Administrators

Semester Credits: 3 Weeks: 8

In this course you will assess trends and issues affecting senior healthcare administration management. You will evaluate how these trends/issues affect leadership at the highest organizational levels of healthcare settings.

DHA-7006 - Health Law, Ethics, and Policy

Semester Credits: 3 Weeks: 8

In this course, you will critique legal mandates and subsequent managerial responses within a healthcare setting. You will build knowledge and skills required to implement and impact policy development. This course will also explore ethical and non-ethical behaviors of health administrators. Key topics include professional and institutional liability, ethical decision making, and legal issues regarding fraud and abuse.

DHA-7005 - Healthcare Quality Management

Semester Credits: 3 Weeks: 8

This course will prepare you to understand theories, and develop, implement, and evaluate quality performance strategies within a healthcare organization. You will gain insights into indicators used to measure quality, in addition to exploring how quality assurance, measurement, and continuous quality improvement is implemented in healthcare organizations.

DHA-7004 - Communications, Marketing, and Public Relations for Healthcare Administration Leaders

Semester Credits: 3 Weeks: 8

In this course you will gain an understanding of mass communication, public relations, and marketing principles used

in healthcare organizations. You will explore management oversight as it relates to marketing projects and strategies that support an organization's image and mission. Areas to be examined include media relations, internal communications, crisis communications, and government and community relations. You also will examine how these elements assist in developing strategic partnerships in a global health marketplace.

DHA-7003 - Human Resource Management for Healthcare Administrators

Semester Credits: 3 Weeks: 8

This course provides an overview of Human Resource Management in Healthcare Administration. You will examine pertinent employment and workplace safety laws used in healthcare organizations. You also will consider the impact of employee performance on the organization and its stakeholders. The challenges of effective recruitment and retention will be explored. In addition, you will learn the management skills needed by administrators and how to implement related policies.

DHA-7002 - Health Leadership and Systems Thinking

Semester Credits: 3 Weeks: 8

This course provides an introduction to the health sector as it currently operates in the US. Through a historical review of this industry, you will learn how it has evolved and implications for its future. The complex structure of the health sector and dynamic interrelationships between various participants will also be explored. In addition, topics such as cost, quality, access, the financing of the healthcare system, and the uses of technology and data management will be investigated.

DHA-7001 - Healthcare Financial Management and Economics

Semester Credits: 3 Weeks: 8

This course provides an overview of approaches and processes involved in managing the health enterprise including value analysis, financial risk and required return. You will explore the roles of prices, production of health, demand for health care, theory of health insurance, health insurance and hospital markets, the market for physician services, and the role of government in the U.S. healthcare system.

DHA-7000 - The United States Healthcare Delivery System

Semester Credits: 3 Weeks: 8

This course provides a comprehensive overview of the United States (U.S.) healthcare delivery systems with emphasis placed on historical perspectives, characteristics, the various sectors, and functions. You will analyze current issues related to access, cost, and quality; financing and reimbursement; public policy and regulations; as well as the future of the healthcare delivery systems in the U.S.

HCA-8010CAGS - Healthcare Administration

Semester Credits: 3 Weeks: 8

Students will create a comprehensive research project that seeks to create a unique solution to a stated, real or hypothetical defined topic in healthcare administration and approved by faculty. Research scope and definitions must be declared before the specific approved project can commence. Students begin with the identification of a problem and progress to research proposed solutions. Important factors such as feasibility, ethics, legal issues and cost are also considered. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final implementation plan.

HCA-7022 - Healthcare Strategic Management

Semester Credits: 3 Weeks: 8

This course examines the integration of business and functional plans, performance audits, organizational culture, gap analysis, and values clarification. Students will conduct analysis of current and future trends and issues affecting healthcare are reviewed in the context of visioning, strategic planning, and tactical planning. The student will be assessed on the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the healthcare industry.

HCA-7019 - Managerial Leadership within Managed Healthcare Systems**Semester Credits: 3 Weeks: 8**

This course will introduce students to the managed healthcare environment. Students will explore the delivery of healthcare via a managed system, develop an understanding of the balance and relationship between healthcare costs and quality of care, and apply the course concepts to constructing a model of managed care.

HCA-7014 - Advanced Concepts and Applications in Health Policy and Management**Semester Credits: 3 Weeks: 8**

This comprehensive course focuses on key principles and practices of health care management, planning, and policy-making. Students will study the historical development, structure, and operation of the healthcare delivery system and will explore the way healthcare is delivered, the role of policy formulation, and healthcare resource and ethical considerations. Mastery of course concepts requires demonstration of critical thinking and communication.

HCA-7013 - Legal and Ethical Issues in Healthcare Research Management**Semester Credits: 3 Weeks: 8**

This course focuses on research management and associated ethics within the healthcare industry on a comprehensive level. The topics covered reflect areas of greatest concern in research. These include the protection of human subjects, authorship, data integrity, intellectual property, and the use of animal models, among others. Individuals employed in healthcare administration need to be aware of the ethical aspects of research at least at a high level, due to the potential of research being conducted in their organization.

HCA-7012 - Healthcare Industry and Financial Management**Semester Credits: 3 Weeks: 8**

This course is an application of financial management techniques for decision making by healthcare professionals. This course is designed to prepare students for supervisory and management roles. Course objectives are to understand the underlying importance of the capital management cycle, financial credit analysis, budgeting and debt processes, financial management leadership and planning, and best practices in capital allocation, debt vehicles, and effective financial management. Students will focus on developing an enhanced level of understanding of what it takes to lead healthcare organizations through tough financial times. Mastery of course concepts requires a demonstration of critical thinking and communication skills.

HCA-5021 - Comparative Healthcare Systems**Semester Credits: 3 Weeks: 8**

Students will evaluate key population challenges affecting modern societies in the developed and developing world by examining the health systems of various countries. Using a consistent framework, a comparison of each country's history, geography, government, and economy, as well as a detailed analysis of the country's healthcare system facilities, workforce, technology, cost, quality, and access, will be explored. Examples of challenges include: relations

between population, growth, and the environment; population growth and socioeconomic development; and population and maturation of new diseases. Emerging issues in global healthcare are also explored.

HCA-5017 - Total Quality Management in Healthcare

Semester Credits: 3 Weeks: 8

This course is designed to provide students the competence to identify the principles associated with Total Quality Management, Continuous Quality Improvement (CQI), Quality Assurance (QA), and Quality Control (QC). Students will learn the history and evolution of the quality movement in terms of theories, models, principles, and processes. This course also will facilitate the student's ability to identify and solve quality problems found in all sectors within the healthcare organization through the application of all CQI tools, techniques, and current models. In addition, students will learn the differences between two highly regarded accrediting agencies, The Joint Commission (TJC) and the Baldrige National Quality Program (BNQP). Finally, students will learn how to identify process problems, collect data for process improvement, and propose improvements to the process.

HCA-5015 - Healthcare Administration Principles and Practices

Semester Credits: 3 Weeks: 8

This course explores the theory and application of management principles in the healthcare system. Management theory and models, goal setting, organizational theory, and development of effective management approaches and best practices to resolve problems associated with administering a healthcare delivery system will be reviewed.

HCA-5014 - Healthcare Policy Analysis and Development

Semester Credits: 3 Weeks: 8

This course provides the student with an overview of factors which govern and impact the development of healthcare policy in the United States. The student will learn how current and changing policies help shape the organizational structure of our healthcare system. The effectiveness of our healthcare system and the unequal application of healthcare across different populations will be reviewed and discussed.

HCA-5013 - Healthcare Legal and Ethical Issues

Semester Credits: 3 Weeks: 8

Students in this course will critically examine some of the legal and ethical issues affecting healthcare in America. The course includes an introduction and overview of key legal concepts and the exploration of selected issues including financing indigent care, patient rights, informed consent/refusal of treatment, tort reform, end-of-life decision-making, termination of life support, do not resuscitate orders, and patient and provider relations. Upon completion, students will have an enhanced understanding regarding the relationship between law and ethics as they relate to the complex world of healthcare.

HCA-5012 - Healthcare Financial Management

Semester Credits: 3 Weeks: 8

This course presents a review of the role of finance specific to the healthcare industry. Topics include operational and capital budgeting, the application of finance in healthcare administration decision making, public perceptions of healthcare costs, and the impact of accurate medical billing and coding on the healthcare system. Students will explore these topics from a theoretical perspective and through practical application.

MHA-5999 - MHA Capstone Course

Semester Credits: 3 Weeks: 8

In this course, you will transition from theory to practice, and from learner to user of the knowledge and skills required for health organization management. The course will emphasize the integration and application of management theory in a contemporary context.

MHA-5012 - Human Resource Management

Semester Credits: 3 Weeks: 8

In this course, you will review the employment law, related concepts and practical tools necessary for meeting human resource challenges in today's healthcare environment. This includes assessing workplace safety needs. Employee recruitment, selection, performance and retention strategies will be examined. Credentialing of healthcare providers as well as employee compensation will be discussed.

MHA-5011 - Population Health Management

Semester Credits: 3 Weeks: 8

In this course, you will investigate the measurement, methods, and models of assessing population health and population health status. You will also analyze various portions of specific populations with the intention of developing recommendations and interventions needed to improve health outcomes.

MHA-5010 - Health Law and Ethics

Semester Credits: 3 Weeks: 8

In this course, you will examine the legal structures and policies found within the healthcare industry. You will also investigate the legal and ethical issues common to managers and providers in healthcare organizations. Strategies for ethical decision making as well as for communicating with stakeholders also will be discussed.

MHA-5009 - Health Economics

Semester Credits: 3 Weeks: 8

In this course, you will use principles of microeconomic analysis to study financial factors impacting healthcare systems, and organizations. You will examine the nature of supply and demand within the healthcare industry, as well as explore the impact and import of reimbursement methods and alternative payment arrangements with regards to fiscal decision making in the healthcare sector.

MHA-5008 - Healthcare Strategic Management & Marketing

Semester Credits: 3 Weeks: 8

In this course explores the history, perspectives, concepts, process and role of marketing in the healthcare industry – particularly the health services delivery setting. You will evaluate key marketing concepts and their impact relative to the facilitation of communicating the availability of health related products and services.

MHA-5007 - Managerial Accounting for Healthcare Managers

Semester Credits: 3 Weeks: 8

In this course, you will develop an understanding of key financial and managerial accounting tools and concepts used by healthcare policy makers. Case studies and discussion of modern theory in managerial finance relevant to health services finance will be reviewed.

MHA-5006 - Health Information Management

Semester Credits: 3 Weeks: 8

In this course, you will learn about the role of Health Information Management, and its associated technologies, in healthcare settings. You will analyze the implementation of health information technologies. You also will examine how billing and clinical care systems affect organizational operations. You also will assess technology's influence on employee task performance.

MHA-5005 - Healthcare Quality Management**Semester Credits: 3 Weeks: 8**

In this course, you will investigate quality management within healthcare organizations. You will gain familiarity with the tools and models used in the healthcare industry, as well as the processes necessary to implement quality management techniques within various health organization settings.

MHA-5004 - Health Policy & Analysis**Semester Credits: 3 Weeks: 8**

In this course, you will explore health policy as it applies to the context of the United States health care system. You will analyze the legal basis of existing policies as well as the processes of development and implementation for new policies. You also will evaluate stakeholder needs in healthcare policy development.

MHA-5003 - Health Finance and Financial Management**Semester Credits: 3 Weeks: 8**

In this course, you will explore health finance policies and financial approaches and processes involved in managing the health enterprise. You will analyze how health care managers utilize financial data in decision-making processes and consider the ethical and legal standards associated with health finance. You will correlate the financial policies and management concepts of the healthcare system against the evolving U.S. health reform initiatives.

MHA-5002 - Health Management Leadership Seminar**Semester Credits: 3 Weeks: 8**

In this course you will explore management and leadership theories within the healthcare industry. You will focus on leadership skills and strategies necessary in a healthcare setting and inventory your own personal management style and leadership traits for areas of improvement. Within the scope of healthcare management, you explore the professional and ethical standards of the field.

MHA-5001 - Quantitative Analysis for Healthcare Managers**Semester Credits: 3 Weeks: 8**

In this course, you will explore research methods and analytical skills essential for problem solving for improvement of the administration and management of the healthcare industry. Integrating research designs used in the healthcare industry, you will determine the appropriate methods for obtaining qualitative and quantitative data to analyze and utilize appropriate statistical tests to support managerial and administrative decisions.

MHA-5000 - Introduction to Healthcare Management**Semester Credits: 3 Weeks: 8**

This course provides an introduction to management, leadership and organizational behavior in healthcare organizations. You will explore concepts and theories necessary to analyze policies and processes in the contemporary healthcare environment.

Health Psychology

PSY-8311 - Consultation and Interventions in Health Care Settings

Semester Credits: 3 Weeks: 8

Consulting in health settings requires an array of personal skills, knowledge, information, and techniques. In this course, the student learns practical skills for consulting. The student also becomes familiar with typical programs offered by consultants in healthcare settings.

PSY-6311 - Internship in Health Psychology

Semester Credits: 3 Weeks: 8

Students seeking a master's degree in Health psychology may opt to complete their degree by taking an internship in Health Psychology instead of the Capstone course. During the internship experience, students will meet weekly with their assigned NCU professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

PSY-6305 - Capstone in Health Psychology

Semester Credits: 3 Weeks: 8

The Capstone course in Health Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Health Psychology.

PSY-5304 - Collaborative Care and Mental Health Policy

Semester Credits: 3 Weeks: 8

This course will provide an overview of the collaborative care model as applied in health psychology. You will examine ethical considerations as well as the role of diversity while implementing this approach in healthcare settings. You also will interpret research findings relevant to mental health policy and legislation and assess the model's application in collaborative care and mental health policy.

PSY-5301 - Foundations in Health Psychology

Semester Credits: 3 Weeks: 8

This course is an introduction to graduate studies in health psychology. Health psychologists use the scientific method to understand the interaction of biological, psychological, and social factors to determine both health and illness. This area of psychology involves the application of psychological principles to prevent illness, improve personal health outcomes, and impact healthcare systems at large. Health psychologists work in helping professions, hospitals, social services, industry, government, and nonprofit organizations for which clinical training is not necessary. Current models/theories, subspecialties, history, ethical concerns, issues related to diversity, and research in health psychology will be explored.

Homeland Security

HS-8010CAGS - Homeland Security Leadership and Policy

Semester Credits: 3 Weeks: 8

The student will create a comprehensive research project with a unique solution to a stated, real or hypothetical, defined topic approved by the course instructor. The student must declare the research scope and definitions before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate in a final research project.

HS-7014 - Strategy, Resiliency, and Coping with Fear**Semester Credits: 3 Weeks: 8**

In this course students will have an opportunity to gain a conceptual understanding of the meanings of strategy, national interests, elements of power, and asymmetric threats. Students also will explore the meaning of the concept of resiliency as well as how terrorists use fear to their advantage. An understanding of these concepts will aid any homeland security professional in performing their duties and protecting the populace.

HS-7013 - Intelligence and Law Enforcement**Semester Credits: 3 Weeks: 8**

In this course, students will take a critical look at the integration of intelligence operations and law enforcement in the realm of homeland security. Topics will also include the composition of the U.S. intelligence community, roles of various U.S. intelligence agencies, and issues facing the U.S. intelligence community. The course provides the knowledge necessary to utilize strategic intelligence effectively in the law enforcement and public safety realm.

HS-7010 - Transportation Security**Semester Credits: 3 Weeks: 8**

In this course, students will closely examine transportation networks with regard to the security demands now required. The course assignments include the exploration of the threats to each industry and measures needed to secure the networks from a domestic and global perspective. Regulatory agencies, both domestic and international, will be subjects of study as well as national and international agreements.

HS-7004 - Local Emergency Management and Civil Preparedness**Semester Credits: 3 Weeks: 8**

In this course, students will analyze the operations and preparedness of local emergency management systems and their ability to respond to natural and manmade disasters. Students will learn how the National Incident Management System functions and use it to plan the use of emergency response organizations. Students will explain and assess local community capabilities to maintain the safety of their populations and the processes through which local emergency response agencies can request assistance.

HS-7000 - Homeland Security and Terrorism**Semester Credits: 3 Weeks: 8**

This course serves as an introduction to the study of homeland security and will provide an overview of the practical discipline, including readings on the various government agencies involved in different aspects of homeland security. The course will also include an overview of the terrorist threat faced today and an examination of how that threat came into being.

HS-6020 - Maritime Terrorism**Semester Credits: 3 Weeks: 8**

This course provides students with an opportunity to explore the primary national and international strategies that shape

the response to maritime terrorism. The various types of threats, ships and containers, and weapons available to terrorists provide a complex environment for students to assess through the study of the maritime industry and government actions to safeguard that industry.

HS-6003 - Homeland Security Risk Management

Semester Credits: 3 Weeks: 8

This course provides students with a comprehensive introduction to the major issues essential for understanding homeland security and its foundation in all-hazard emergency management. Assignments provide the students with the opportunity to examine the use of risk analysis in homeland security operations. Students will examine risk analysis processes in situations from mitigation to recovery.

HS-6002 - International Crime and Terrorism

Semester Credits: 3 Weeks: 8

In this course, students will address the linkage of terrorism and criminal activity and how law enforcement can respond to them. The central thrust of this course is to examine how and why global crime and terrorism have merged and the implications for political, law enforcement, and military institutions. Included in this exploration are the global drug trade, human trafficking, and the associated criminal activities such as money laundering and arms deals.

HS-6001 - Homeland Security Transportation

Semester Credits: 3 Weeks: 8

This course serves as an introduction to transportation systems and provides students an opportunity to analyze the actions necessary to create adequate security inside the network of intermodal operations. The course includes the exploration of the actual threat to the industry with a concentration on appropriate counter terrorism measures within each component from domestic and global perspectives. The course also includes a review of emerging technology in the field of transportation security

HS-5101 - Introduction to Homeland Security

Semester Credits: 3 Weeks: 8

This course introduces historical aspects of homeland security and changes in government responses after the terrorist attacks on September 11, 2001. Students will gain an understanding of homeland security topics relevant to today's international and domestic environments. Responses from local, state, and federal entities responsible for Homeland Security as well as non-profits and corporations involved in coordinating their efforts with each other are elements of the course.

Human Resources Management

HRM-7008 - Legal Issues in Human Resources Management

Semester Credits: 3 Weeks: 8

This doctoral course looks at the multiple levels of employment, including management, full-time employees, part-time employees, temporary employees, and contracted employees based on the passage and interpretation of laws, whether at the federal, state, or local level. Policies such as employment-at-will, right to work, or termination, and other regulations can change with an act of Congress or a state legislature.

HRM-7007 - Cultural Issues

Semester Credits: 3 Weeks: 8

This course demonstrates the uniqueness of culture and its impact on all aspects of organizational operations. This includes such aspects as diversity, global transitioning, accommodations, and cross-national teamwork. Twenty-first century managers must be astutely aware of how cultural issues impact work and ability to gain competitive advantage.

HRM-7004 - Supervising in the 21st Century

Semester Credits: 3 Weeks: 8

Prerequisites: *Fundamental requirement in General Management

This course examines supervisory concepts, laws, regulations and HRM practices used in the 21st Century. Students will be assessed on responses to subject matter-related activities and written research papers.

HRM-7003 - Labor Relations

Semester Credits: 3 Weeks: 8

In this course, students will explore all aspects of labor relations from a human resources perspective. This will include the history, structure, politics, processes, and relationships associated with bargaining units (unions). Students will examine how unions can change attitudes and behaviors of management and employees, as well as the benefits and challenges to working in a human resources position in a unionized environment.

HRM-7002 - Compensation and Benefits

Semester Credits: 3 Weeks: 8

This course explores the concepts of extrinsic and intrinsic compensation in the management of today's diverse and global workforce. The decisions made in these areas, related to compensation and benefits at the Executive and the employee level, can directly impact the strategic nature and direction of the organization.

HRM-7000 - Human Resources Management

Semester Credits: 3 Weeks: 8

This course will focus on the development of the human resource function in organizations. While understanding and management of human behavior within organizations are necessary for optimal organizational effectiveness and individual performance, strategic planning to achieve organizational goals through the human resource function is recognized.

HRM-5008 - Legal Issues in Human Resources Management

Semester Credits: 3 Weeks: 8

This course is designed to enable the student/Human Resources Manager to recognize and analyze potential legal implications of common workplace situations. This course will help to understand and evaluate current trends and issues in employment law and to apply this knowledge in a way that effectively manages risk in the employment relationship. In this course, considerations are addressed regarding the employment relationship, employment laws and HR policies resolving employment disputes and current/future trends in employment and Human Resources laws.

HRM-5004 - Supervisory Concepts and Practices

Semester Credits: 3 Weeks: 8

Through a blend of theory, practice, and skill development, this course explores the supervisory concepts, practices, challenges, and limitations that affect management in today's business environment. To operate successfully in this changing environment, organizations need supervisors with the managerial skills and creativity to turn uncertainty into

opportunity, think strategically, lead change initiatives, motivate employees, encourage a positive work environment, analyze and address the challenges of managing a diverse talented workforce, and effectively communicate with both internal and external stakeholders. This course shows how to apply the principles of supervisory management to recognize and take advantage of these opportunities.

HRM-5003 - Labor Relations

Semester Credits: 3 Weeks: 8

In this course, students will examine the history and development of labor relations, the structure of union organizations, and the process of negotiations and contract administration. The course begins by establishing the present state of the labor movement and models the decision process that can be used to decide whether or not to participate in organizing a union. Also covered are the laws and regulations governing collective bargaining, risk management, impasse resolution, employees' safety, and contract administration. Students will conclude the course by examining global issues with regards to unionization and how international labor organizations can affect a domestic company and its employees.

HRM-5002 - Compensation Issues in Human Resources Management

Semester Credits: 3 Weeks: 8

This course explores four strategic choices in managing compensation: 1) concerns for internal consistency, 2) external competitiveness, 3) employee contributions, and 4) administration. Each of these strategic decisions is examined in terms of the major compensation issues requiring resolution. The examination is made in the context of related theories, research, and state-of-the-art practices that can guide compensation decision making. Additionally, the course will examine employee morale, performance, mobility path, policies and training and learning opportunities as non-wage areas of concern in regards to managing employee compensation.

HRM-5001 - Recruitment and Human Resources Information Systems

Semester Credits: 3 Weeks: 8

This course presents a comprehensive staffing model that identifies the key components of staffing, external influences, and staffing system management. Major areas covered are staffing models and company strategy, external influences (economic laws and regulations), staffing strategy and planning, job analysis, measurement, external and internal recruitment, external and internal selection, decision making, the final match, retention, and management of the staffing system. Emphasis is placed on staffing strategy and the importance of external selection in securing employees that will become productive members of the organization. This course also focuses on the integration of technology into core staffing functions.

Information Technology

TIM-6590 - Strategic Management of Data, Information, and Knowledge

Semester Credits: 3 Weeks: 8

Using data, information, and knowledge to improve competitive position will be a key component in strategic planning in the 21st century. In this course, students will integrate everything they have learned regarding data science into formulating strategic visions, strategies, goals, and objectives.

Industrial/Organizational Psychology

IOP-8404 - Consulting in Business, Education, and Health

Semester Credits: 3 Weeks: 8

Consulting in businesses, schools, and mental health settings requires an array of personal skills, knowledge and information, and techniques. In this course you will learn how to develop the personal skills and understanding of consulting to give you a basis to develop a successful consulting program.

IOP-8400 - Industrial/Organizational Psychology**Semester Credits: 3 Weeks: 8**

This course focuses on how psychological principles are applied in work settings. Current models, theories, and research in Industrial/Organizational (I/O) Psychology will be explored. The role of attitude and motivation, as well as group factors and leadership in forming a social context for work will also be addressed.

PSY-6429 - Capstone in I/O Psychology**Semester Credits: 3 Weeks: 8**

The Capstone course in I/O Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in I/O Psychology.

PSY-6411 - Internship in I/O Psychology**Semester Credits: 3 Weeks: 8**

Students seeking a master's degree in I/O psychology may opt to complete their degree by taking an internship in I/O psychology instead of the Capstone course. During the internship experience, students will meet weekly with their assigned NCU professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice

PSY-5404 - Tests and Measurements in I/O**Semester Credits: 3 Weeks: 8**

This course introduces students to the basic theories, applications, and issues of psychological testing and assessment. Students will review the historical, professional, and legal context of utilizing tests and measurements in Industrial/Organizational Psychology. Specifically, students will explore the purpose, development, application, and evaluation of psychological tests as applied to employee selection, placement, and performance appraisal. Students will also examine special topics related to use of psychological tests in the workplace, including the merits of cognitive ability, personality, and vocational testing, technological advancements in testing, and the testing of special populations.

PSY-5403 - Personnel Selection and Recruitments**Semester Credits: 3 Weeks: 8**

In this course, personnel recruitment and selection is introduced as an evidence-based practice aimed at identifying qualified candidates and encouraging them to apply for jobs with an organization. The student will discover and understand the theories and principles of Industrial/Organizational Psychology (IO) that focus on personnel recruitment and selection. Students will also evaluate the methodology, including the assessment tools and develop persuasive arguments about personnel recruitment and selection. The goal of this course is to use a systematic approach of hiring and promoting qualified personnel.

PSY-5402 - Organizational Development

Semester Credits: 3 Weeks: 8

This course explores the role of the Organizational Development (OD) practitioner in supporting and/or leading change in individual, group, and organizational settings. In order to facilitate change so that it enhances productivity, students will learn about the evolution of organizational development, the process of change, and the many types and components appropriate in different OD situations. Student will also examine the principles, theories and ethics of organizational development and change. The goal of this course is for students to be able to both manage and implement interventions to remake the way an organization functions.

PSY-5401 - Foundations in I/O Psychology

Semester Credits: 3 Weeks: 8

This course is an introduction to graduate studies in Industrial/Organizational (I/O) Psychology. This area of psychology involves the application of psychological principles to work settings, which includes personnel selection, training and development, performance management, stress and motivation, work attitudes, leadership, teams, and work-life balance. Current models, history, ethical and legal concerns, and research in I/O Psychology will be explored. In addition, graduate-level skills—such as academic integrity, effective use of the Northcentral Library, comprehension of complex scholarly texts and research articles, and use of APA format and style in professional communication—are also introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

PSY-5111 - Applied Statistics in I/O PSY

Semester Credits: 3 Weeks: 8

This course provides an introduction to descriptive statistics, hypothesis testing, confidence intervals, margin of error, and the visual representation of statistical data. The emphasis in this course is on developing a conceptual knowledge of how statistics are used in the setting of I/O Psychology. The student will learn about many of the commonly used statistical tests in psychological research such as t-tests, ANOVA, correlation, regression, and chi-square are along with their interpretation. Students will demonstrate analytical proficiency by creating and interpreting tables and graphs based on results of statistical tests in preparation for sharing presentations with stakeholders.

Instructional Design

ID-8250 - Advanced Simulations, Games, and Mobile Design

Semester Credits: 3 Weeks: 8

In this course, you will explore the design and development of simulations, games, and mobile learning. You will critique game theory and its relevance to the design of instructional and training solutions. You will also evaluate platforms for the design and delivery of gaming solutions as well as simulations and mobile learning. Based on this work, you will measure the effectiveness of such designs for various learning contexts and audiences. Finally, you will develop learning assets based on games, simulations, and mobile learning and share those assets in your portfolio.

ID-8210 - Theoretical Foundations of Instructional Design

Semester Credits: 3 Weeks: 8

Theories are foundational to scholarly inquiry, and many theories impact the design and development of instructional and training solutions. In this course, you will dig deeper into relevant theories and hone your ability to both recognize the theoretical influences of existing solutions as well as select the appropriate theoretical foundation for new solutions. You will practice defending your design recommendations with consideration for the ethical, legal, and political factors that might influence the application of theory within the design and development of instructional and training solutions.

ID-8200 - Advanced Instructional Design

Semester Credits: 3 Weeks: 8

This course builds on your foundational knowledge of instructional design with advanced practice. You will recommend instructional and training solutions based on existing assessment and evaluation data, formulate procedures for collaborative design projects with diverse stakeholders, and categorize legal, ethical, and political influences on the design of contemporary instructional and training solutions. You will develop instructional materials, including multimedia learning assets that comply with professional practice of instructional design and development.

ID-8080 - Special Considerations in the Practice and Research of Instructional Design and Development

Semester Credits: 3 Weeks: 8

In this course, you will explore special considerations in the practice and research of instructional design and development. Such considerations include emerging models, theories, and technologies that can be applied to the design and delivery of instructional and training solutions for unique learning needs, contexts, and stakeholders. You will continue your examination of the ethical, legal, and political implications of these special considerations.

ID-8060 - Innovation in Learning Experiences

Semester Credits: 3 Weeks: 8

Innovation is more than just doing things differently. In this course, you will determine the characteristics of innovation and specify what constitutes innovation across different learning experiences. Different contexts will be at different stages and levels of complexity within learning experience design, so what is innovative for one context may be routine in another context. As you learn about innovation, you will be able to predict the application of emerging processes and tools on innovation in the learning sciences and recommend opportunities for innovation within specific learning experiences.

ID-8040 - Evaluation of Design Processes and Products

Semester Credits: 3 Weeks: 8

Design is iterative and should include feedback. This course will help you to hone your skills in securing such feedback – through evaluating both the processes and products of instructional design and development. You will examine relevant principles and theories of evaluation, conduct evaluations, and interpret the results of evaluations for diverse stakeholders. As you learn more about evaluating design processes and products, you will reflect on the ethical, legal, and political implications of evaluation.

ID-8030 - Collaboration in Design Practices and Products

Semester Credits: 8 Weeks: 3

This course will support your development of collaboration skills necessary in design and developing instructional and training solutions. You will also cultivate collaboration in the diverse stakeholders for the projects you are managing, including recommending the allocation of resources and estimating the return on investment. The course will continue your exploration of ethical, legal, and political considerations in project management and collaboration.

ID-8020 - Models and Heuristics of Instructional Design

Semester Credits: 3 Weeks: 8

Heuristics are common approaches to completing tasks, even though those approaches lack direct alignment with a scholarly model. This course offers you the opportunity to distinguish heuristics and models and evaluate the ethical,

legal, and political implications of each as you facilitate collaboration among diverse stakeholders. You will illustrate relationships between heuristics and models and justify your choices for various design projects.

ID-7080 - Special Considerations for the ID Leader

Semester Credits: 3 Weeks: 8

This course supports your exploration of special considerations faced by leaders of complex instructional design and development projects. These considerations will include the ethical, legal, and political factors on which you have reflected throughout your program. These considerations will also include leadership theories and practices for emerging models, theories, and technologies used in the projects and organizations in which you lead. You will also consider how evidence of your leadership skills can be included in your digital portfolio.

ID-7040 - Development Models and Evaluation of Design

Semester Credits: 3 Weeks: 8

There are many ways to develop instructional and training solutions as well as to evaluate those designs and products. In this course, you will examine multiple models for developing products based on designs, so the focus of this course is more about development and evaluation than design itself. By the end of the course, you will be able to validate design effectiveness through multiple methods, formulate strategies to address resistance to iterative design and evaluation, maximize effectiveness of complex design processes and products among diverse stakeholders, select technologies for prototype iteration for instructional and training solutions, and produce research-based recommendations for evaluation of instructional and training solutions.

ID-7020 - Leading and Managing Complex Design Projects

Semester Credits: 3 Weeks: 8

In this course, you will demonstrate advanced expertise in leading and managing complex design projects with diverse stakeholders. Toward this goal, you will determine needed resources, create timelines, overhaul procedures based on feedback, consider strategies to address legal, ethical, and political factors, and evaluate technologies that support leading and managing complex design and development projects.

ID-6000 - Instructional Design Capstone Experience

Semester Credits: 3 Weeks: 8

In this course, you will demonstrate your proficiency in designing, developing, and evaluating instructional and training solutions as well as managing such projects from initiation to closure. In addition, you will appraise the value of artifacts you have curated throughout your program in comparison with not only the program learning outcomes, but also with professional competencies and standards recognized across the industry.

ID-5090 - Project Management for Instructional Design

Semester Credits: 3 Weeks: 8

This course prepares you for the broad role instructional designers assume in most organizations. You will create commonly used documents for the initiation, planning, and closure phases of instructional design projects. You will also examine strategies for stakeholder communication and change management, including ethical, legal, and political implications throughout instructional design projects.

ID-5080 - Special Considerations in Design Practice

Semester Credits: 3 Weeks: 8

This course enables you to explore special considerations in design practice. Such special considerations include

emerging models, theories, and technologies that can be applied to the design and delivery of instructional and training solutions for unique learning needs, contexts, and stakeholders. You will continue your examination of the ethical, legal, and political implications of these special considerations, and this examination will be included as an artifact in your digital portfolio.

ID-5070 - Development Models and Evaluation of Design

Semester Credits: 3 Weeks: 8

In this course, you will illustrate different development models and use specified methods for evaluating the design and development of instructional and training solutions. This process includes recommending revisions based on user feedback and evaluating the ethical, legal, and political factors impacting iterative designs and evaluations of instructional and training solutions. You will use your learning in this course to evaluate the artifacts you have curated in your digital portfolio.

ID-5060 - Authoring Tools for Design and Development

Semester Credits: 3 Weeks: 8

This course allows you to evaluate authoring tools for the design and development of instructional and training solutions. You will investigate the benefits and limitations of different authoring tools and use these tools to sketch storyboards and produce authentic products for instruction and training. Throughout the course, you will examine ethical, legal, and political influences on the selection and use of authoring tools. You will continue to showcase your developing competencies through your digital portfolio.

ID-5050 - Development of Learning Materials

Semester Credits: 3 Weeks: 8

This course will support your skills in developing both digital and print-based learning materials. You will evaluate factors that impact the effectiveness of learning materials for various learning contexts and audiences, including consideration for cultural competencies within materials. You will also evaluate evidence for developing learning materials that align with measurable goals and use multiple tools to illustrate the delivery of learning materials, such as diagramming storyboards. Evidence of the effectiveness of these materials for specific needs, contexts, and learners will be assembled in your growing portfolio.

ID-5040 - Design Principles for Multimedia Learning

Semester Credits: 3 Weeks: 8

In this course, you will explore different design principles for multimedia learning. You will not only evaluate factors that impact the effectiveness of multimedia for various learning contexts and audiences, you will also measure the effectiveness of such multimedia learning. You will then be able to provide for stakeholders methods for selecting and designing multimedia as well as ways to optimize existing multimedia solutions. Based on your learning, you will use different tools to design your own multimedia assets.

ID-5030 - Assessment of Learning

Semester Credits: 3 Weeks: 8

The assessment of learning serves multiple purposes. In this course, you will explore assessment for learning, assessment of learning, and assessment as learning. At the core of assessment is data, and you will practice illustrating and using data to justify design recommendations for diverse stakeholders. As you work through the assessment cycle – from initial design through use of resulting data – you will consider the influences of ethical, legal, and political factors. You will also consider how your digital portfolio illustrates assessment for, of, and as learning by correlating some of your own learning artifacts with professional standards and competencies.

ID-5020 - Analyzing Needs, Contexts, and Learners

Semester Credits: 3 Weeks: 8

In this course, you will have the opportunity to demonstrate expertise with analyses of needs, contexts, and learners. You will examine ways to assess whether organizational needs can be met with instructional and training solutions as well as the ethical, legal, and political factors that influence these decisions and any subsequent solutions. You will practice analyzing potential learners and their learning and performance contexts, illustrating the data from your analyses, and justifying your recommendations to stakeholders. Finally, you will also begin work on your digital portfolio to which you will contribute evidence of the competencies you develop throughout the program.

ID-5010 - Applying Theory to Instructional Design

Semester Credits: 3 Weeks: 8

Theories are foundational to scholarly inquiry, and many theories impact the design and development of instructional and training solutions. In this course, you will investigate some of these theoretical influences, particularly learning theories, and critique the effectiveness of different solutions according to various theories. Application of theory is also influenced by ethical, legal, and political factors that will be explored within the context of design and development of instructional and training solutions. From the perspectives of both learners and organizations, you will also review the use of digital portfolios to demonstrate specific competencies.

ID-5000 - Fundamentals of Instructional Design

Semester Credits: 3 Weeks: 8

This introductory course provides the opportunity for you to demonstrate proficiency in the fundamentals of instructional design (ID). Relevant topics at an introductory level include comparing ID models, interpreting necessary analyses, exploring principles and theories relevant to learning and ID across diverse communities of practice, and analyzing the influences of ethical, legal, and political trends on designing instructional and training solutions.

Instructional Leadership

IL-7002 - Leader as Community Advocate

Semester Credits: 3 Weeks: 8

Instructional leaders must forge relationships with stakeholders in the community to build effective learning organizations. In this doctoral course, students will evaluate the skills necessary to engage stakeholders in partnerships that enhance educational operations at all levels. Students will discuss methods to develop professional learning communities and evaluate the theories and research related to learning communities and instructional leadership.

IL-7001 - Leader as Advocate and Decision Maker

Semester Credits: 3 Weeks: 8

In this course, students will utilize various research-based leadership decision-making concepts and supervisory processes to advance teacher development and instructional practice. Emphasis will be on the educational leader as a decision-maker, supervisor, and teacher advocate to support student achievement. Additional topics will involve perceptions of leadership, instructional strategies and support, professional development, and collaboration.

IL-7000 - The Culture of Learning

Semester Credits: 3 Weeks: 8

In this course, doctoral students will explore ways of creating a culture of learning while engaging in instructional leadership tasks. Through course activities, students will explore topics including technology integration, philosophically sound curriculum decision-making, visionary leadership traits, and curriculum management.

IL-5002 - Instructional Leader as Community Conduit**Semester Credits: 3 Weeks: 8**

In this course, students will investigate diverse leadership approaches to effective community engagement. Mastery is attained by creating a needs assessment to evaluate the strength of family, school, and community partnerships. Topics include: Professional Learning Communities, public relations, mission and vision, and instructional leadership roles and responsibilities.

IL-5001 - Instructional Leader as Advocate and Decision Maker**Semester Credits: 3 Weeks: 8**

In this course, students examine the role of instructional leader as that of advocate and decision maker. The importance of this particular role is grounded in the realization that the instructional leader articulates the vision that reflects the mission, core values, beliefs, and purpose of the educational enterprise. Additionally, the instructional leader's role as advocate is to support the development and maintenance of high standards of performance and achievement. As decision maker and standard bearer for the enterprise, the instructional leader models the way and leads by example.

IL-5000 - Instructional Leader as Creator of Learning Culture**Semester Credits: 3 Weeks: 8**

In this course, students explore the knowledge, skill sets and behaviors that enable instructional leaders to establish and sustain professional learning cultures. Students will have the opportunity to expand their knowledge base per curriculum and its function(s) in educational settings. Students pursuing a specialization in instructional leadership will take this as their first course.

International Business**IB-7017 - International Business Law & Environment****Semester Credits: 3 Weeks: 8**

This course covers the principles, scope and basic mechanism of international law, development and practices. The impacts of international relations and the legal environment on global business will also be examined. The course incorporates major cases of emerging disputes and dispute resolution among nations over such issues as intellectual property rights, labor and trade subsidy policies. Students will be assessed for their critical thinking and the theoretical applications through research oriented assignments.

IB-7016 - International Business Strategic Management**Semester Credits: 3 Weeks: 8**

The purpose of this course is to address the strategic management decisions of multinational corporations (MNCs) to enhance success in a global economy. Students will evaluate decisions-making skills and situations faced by managers of MNCs to meet changes in global business environments. The course examines global strategy, structures, and global strategic management knowledge.

IB-7013 - Global Marketing Environment

Semester Credits: 3 Weeks: 8

In this course, students will examine specific issues of social and cultural environments in the context of global marketing. Global marketing research and product launches are differentiated when entering international markets and when conducting marketing operations globally as opposed to domestically. Attention is focused on complex problem-solving techniques through an examination of culture and customer differences in different parts of the world. The purpose of this course is also to provide a new learning experience for global marketing professionals who need new methods to develop product design, implement comprehensive marketing brand, and plan strategies throughout the world. Students will be assessed their critical thinking and practical applications through research-oriented assignments.

IB-7012 - Global Economic Environment**Semester Credits: 3 Weeks: 8**

In this doctoral course, students will explore international economic and trade theories and the role of global corporations. The global economic environment continues to pose major challenges; therefore, it is increasingly important to understand principles of international economic theory and international economic and financial governance institutions. Students will be assessed for their critical thinking and the theoretical applications to resolve complex research issues, and problems existed in the global economic environment.

IB-7002 - International Business Environments**Semester Credits: 3 Weeks: 8**

This doctoral course requires students to examine the impacts of economic, social, ethical, and political changes of different countries on global business. The emphasis is on developing higher-level thinking skills with an ability to critically evaluate, and explore, differences in conducting business in different international markets. Students are assessed for their critical thinking skills to resolve complex research issues and problems. Students will develop decision-making-skills required for managers to conduct business in different international markets.

IB-5017 - International Business Law**Semester Credits: 3 Weeks: 8**

This course covers the principles underlying the legal environment of global business. In addition to identifying the current legal rules and regulations affecting businesses, this course presents insights into new developments and trends that will greatly affect future transactions on a global scale.

IB-5016 - Global Business Strategic Management**Semester Credits: 3 Weeks: 8**

This course examines the strategic management of multinational corporations (MNCs),and outlines Foreign Direct Investment (FDI) trends and its economic determinants. In this course, students will appraise international business strategies that MNCs have used in emerging economies and challenges they confront in different regions by using real life case studies. The course will also identify factors contributing to foreign debt crisis and its prevention.

IB-5014 - Cultural Environment of International Business**Semester Credits: 3 Weeks: 8**

This course examines the social, political, economic, technological and infrastructural complexities of operating in foreign cultures. The course is primarily focused on exploring the management of cross-cultural organizational relationships in the current global environment. Course assignments are weighted in the correspondence of these relationships, thus challenging your critical thinking. Textbook cases, scholarly research, videos, and relevant internet

resources would be used to cultivate your understanding and interpretation of international business concepts and events.

IB-5013 - International Marketing

Semester Credits: 3 Weeks: 8

This course examines the issues involved in entering global markets and conducting marketing activities. Specific issues include evaluating opportunities in foreign markets, developing and adapting marketing strategies to specific national market's needs, and coordinating strategies across markets. Students will diagnose the real-world experiences of global corporations using case studies and up-to-date knowledge from the textbook and relevant Internet resources.

IB-5012 - International Economics

Semester Credits: 3 Weeks: 8

Managing in the international economic environment continues to pose major challenges; therefore, it is increasingly important to understand how the complex economic linkages can impact a country's economy. This course covers international economic topics such as absolute versus comparative advantage, trade policies, international trade and economic growth, exchanges rates, and open economy monetary policy.

International Education

IE-7021 - Global Perspectives on Ethical Issues

Semester Credits: 3 Weeks: 8

In this course, students will address ethical issues confronting education from a global perspective, including both comparative and transnational points of view. It will address cross-border issues such as educational inequality, the role of culture, ethics in teaching, as well as how technology, economics and conflict impact ethics in education. Finally, the course will address ethical issues for teachers and educational administrators.

IE-7017 - International Education Concepts and Theory

Semester Credits: 3 Weeks: 8

Students in this Doctoral level course will explore that underpin education systems around the world, including the cultural and historical bases of these systems and the global spread of educational trends. Alternative theories and definitions of development as expressed in international education institutions will be evaluated. Students will be required to consider the challenges of reform and unique practices in international contexts. In addition, students will integrate an understanding of diverse educational perspectives through the evaluation of worldwide educational systems.

IE-7013 - Globalization and Educational Change

Semester Credits: 3 Weeks: 8

In this course, students will examine cross-cultural efforts to effect positive global educational change. Students will also explore theories of globalization as well as practices that are effecting positive global educational change. In particular, this course looks at international education policy to solidify students' knowledge of globalization and its impact on international education. Students will also have the opportunity to explore the impacts of globalization on the education systems at home.

IE-7009 - Education in Conflict and Emergencies

Semester Credits: 3 Weeks: 8

In this doctoral level course, students will examine the theoretical underpinnings and practical challenges of education in difficult circumstances - in the context of conflict, emergencies and in a post-conflict environment. This includes the exploration of frameworks and strategies used today by education systems as well as international organizations and NGOs that often provide such services. Students will also explore education as a development strategy, including three overarching concepts: education as protection, education as a humanitarian response, and education as post-conflict reconstruction. This course also explores the impact that conflict has on formal systems of education, and the provision of education for refugees. Students are also introduced to key strategies and techniques that are frequently cited and used by educational planners delivering education in difficult situations. In conclusion, students are asked to conduct their own research to develop a deeper understanding of education in difficult circumstances.

IE-7007 - International Education Leadership**Semester Credits: 3 Weeks: 8**

In this course, students will explore theory and practice to inform leaders in education. Students are introduced to institutions involved with the education of diverse communities as well as educational development in diverse global settings. Students will focus on building leadership skills in international education with a special emphasis on practices, strategies, and techniques that can be adapted to intercultural/multicultural contexts.

IE-7005 - International Organizations in Global Education**Semester Credits: 3 Weeks: 8**

In this course, students will be introduced to global education organizations. Students will explore some of the diverse organizations that are engaged in international education, and learn about key guiding initiatives, policies and standards. This course also provides a good orientation for those who anticipate working with or for international organizations.

IE-7003 - Culture, Society, and Education in Comparative Perspective**Semester Credits: 3 Weeks: 8**

In this course, students will explore and analyze international and comparative education, with a focus on methods, foundational theories, and resources specific to conducting international, educational research and exploring culture, society and education with a comparative perspective.

IE-7001 - Introduction to Global and Comparative Education**Semester Credits: 3 Weeks: 8**

This doctoral level course introduces learners to theories of comparative education, cross-national comparative analysis, global educational transfer and borrowing, and the relation between culture and education. Through this course, learners will begin to develop the knowledge, skills, and tools needed to be effective educators of global and comparative education. Students will understand the commonalities, differences, and connections between global and comparative education, and the meaning and significance of globalization in the field of education. Learners will comprehend, through reading and class assignments, the global dimensions of several crucial contemporary issues, including the hopes of global cooperation, and the complexity of educational accountability, authority, and professionalism. This course will underline the necessity of an interdisciplinary approach to understanding these complex issues.

IE-5021 - Education and National Development**Semester Credits: 3 Weeks: 8**

In this course, students will explore the development of education nationally and internationally, and will make cross-

national comparisons. Students will examine education in developed and emerging nations with a comparative perspective, including comparisons of school practice, teacher training, and policies that influence the provision of education, and challenges of educating citizens in transitional societies.

IE-5013 - Globalization and Educational Change

Semester Credits: 3 Weeks: 8

In this course, students will explore the theories and practices to effect positive global educational change. With a focus on pre-primary, primary and secondary education, students will examine practices that reflect how globalization is impacting learning and teaching. This includes gaining research practice in conducting interviews. Ultimately, students will be encouraged to act as change agents ready to examine education from a global perspective.

IE-5007 - Conflict Resolution in an International Context

Semester Credits: 3 Weeks: 8

In this course, students will examine the conceptual underpinnings of peace and conflict resolution and the paradigmatic models of conflict resolution. Substantive inquiry into a variety of peace building approaches on local, national, and global levels will also be explored. Students will develop the knowledge and appreciation of the theoretical, conceptual, and methodological breadth of the conflict resolution in an international context.

IE-5005 - International Organizations in Global Education

Semester Credits: 3 Weeks: 8

In this course, students will be introduced to global education organizations. Students will explore diverse organizations engaged in international education, ranging from the International Baccalaureate Program to UNESCO to NGOs, and examine key guiding initiatives and policies.

IE-5003 - International Education Concepts and Theory

Semester Credits: 3 Weeks: 8

Students will explore concepts and theories of education systems around the world, including the cultural and historical bases of these systems and the spread of educational trends across the globe. Alternative theories and definitions of development, as expressed in international education institutions, will be evaluated. Students will be required to consider the challenges of reform and unique practices in international contexts. In addition, students will integrate an understanding of diverse educational perspectives through the evaluation of worldwide educational systems.

IE-5001 - Introduction to Global and Comparative Education

Semester Credits: 3 Weeks: 8

In this course, students will develop the skills needed to be effective educators in a global society. Students will explore the connections between diverse education systems and evaluate various theories of comparative education. Topics include: comparative and global education, cross-national comparative analysis, global educational transfer and borrowing, and tools and instruments used in global education.

Leadership in Higher Education

LHE-7014 - Introduction to the Community College

Semester Credits: 3 Weeks: 8

In this course, students will gain knowledge of the history, nature, and purpose of American community colleges with

emphasis on college funding, leadership, staffing, service learning and the importance of the mission, vision, and values. Mastery is attained through developing a strategic plan addressing a current/recent college challenge.

LHE-7013 - Community College Curriculum and Program Development

Semester Credits: 3 Weeks: 8

In this course, students will receive a general and introductory knowledge of curricular and leadership issues in a community college setting. Students will explore issues related to the community college curriculum relative to program development, student services, and leadership as well as assessment.

LHE-7012 - Strategic Planning & Institutional Effectiveness in Higher Education

Semester Credits: 3 Weeks: 8

In this course, students will explore institutional and programmatic planning in tandem with the concern for institutional effectiveness. A major goal of this course will be to ensure an understanding of and appreciation for the range of approaches that can be taken to strategic planning, explicitly linking all strategies with the principles and best practices that support the drive toward institutional effectiveness.

LHE-7011 - Foundations of Higher Education Leadership

Semester Credits: 3 Weeks: 8

Higher education leadership occurs in an environment of ambiguity and constant change. Leaders must be able and willing to embrace uncertainty, continually learning, and develop a deep understanding of their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, in higher education. Emphasis will be given to the practical application of higher education leadership theories and the academic and administrative roles of an institution of higher education. Students will explore best practices to uncover links that can be made to increase the value of higher education practices.

LHE-7010 - Current Trends and Topics in Higher Education

Semester Credits: 3 Weeks: 8

In this course, students will explore areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with instructors to create a self-directed study plan on a topic appropriate for doctoral level study.

LHE-7008 - Higher Education Finance

Semester Credits: 3 Weeks: 8

This course will provide students with an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.

LHE-7007 - Strategic Enrollment Leadership

Semester Credits: 3 Weeks: 8

In this course, students will learn the best principles and practices for leading recruitment, enrollment management, and institutional advancement efforts. Students will focus on effective enrollment management and leadership, recruitment, retention, institutional advancement, student service, targeted communication, applying technology to enrollment

management and developing an institution-wide strategic enrollment process. Students have the opportunity to customize this course to their particular professional setting and goals.

LHE-7006 - Student Affairs Leadership

Semester Credits: 3 Weeks: 8

In this course, students will study the evolution and current practices of student affairs development, management, and leadership in higher education. Topics include: philosophical, historical, conceptual, and research foundations of the profession; cultural and organizational contexts of student affairs; mission and vision; and current trends in campus demographics and student experience in student affairs development.

LHE-7005 - Legal Issues in Higher Education

Semester Credits: 3 Weeks: 8

In this course, students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education.

LHE-7004 - Organization and Governance of Higher Education

Semester Credits: 3 Weeks: 8

In this course, doctoral students will analyze and evaluate theories, models, and readings on approaches and structures for governing higher education organizations. This course is intended to help students understand the competencies and training necessary to undertake various operational and leadership roles. Doctoral students will gain a sound understanding of complex college and university organizations and develop a working understanding of the elements of organizations which comprise contemporary social systems. Students will explore major forces, issues, and themes which influence American society and in turn affect colleges and universities.

LHE-5013 - The Community College

Semester Credits: 3 Weeks: 8

This course provides a general and introductory understanding of curricular issues in a community college setting. Students will explore issues related to the community college curriculum relative to program development and management as well as assessment.

LHE-5011 - Leadership for Higher Education

Semester Credits: 3 Weeks: 8

The purpose of this course is to provide an introduction to the nuances of higher education leadership and theory. Emphasis will be given to the practical application of higher education leadership theories in the academic and administrative roles of an institution of higher education.

LHE-5010 - Topics in Higher Education

Semester Credits: 3 Weeks: 8

This course explores areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with faculty to create a self-directed study plan on a topic appropriate for master's-level study.

LHE-5009 - A History of Higher Education

Semester Credits: 3 Weeks: 8

In this course, students are introduced to the historical origins of higher education in the United States. Significant periods in the development of higher education in this country are covered, as well as the evolution into today's contemporary and complex system of higher education. Topics include: education models, progressive movements, federal higher education acts, community colleges, access, diversity and opportunity.

LHE-5008 - Financial Issues in Higher Education**Semester Credits: 3 Weeks: 8**

This course will provide students with an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.

LHE-5005 - Exploring Legal Issues in Higher Education**Semester Credits: 3 Weeks: 8**

In this course, students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education. Topics include: academic freedom, liability for student behavior, separation of church and state, antidiscrimination statutes and academic discipline.

LHE-5004 - The Organization of Higher Education**Semester Credits: 3 Weeks: 8**

In this course, students will receive an introduction to the classical theories, traditional models, and contemporary readings regarding approaches and structures relative to organizational governance in higher education. Topics to be covered include organizational theory, governance models, campus climate, institutional change, and diversity.

Learning Analytics in Higher Education**LAHE-7005 - Implementing a Higher Education Learning Analytics Project****Semester Credits: 3 Weeks: 8**

Students will devise/design, in theory, rationale, purpose their own "theoretical" Higher Education Analytics Project following a pre-designed template provided for them. Students will be asked to follow the template with particular attention to issues of Scope, Cost, Timeliness and Utility. It will be important to adequately address the humanistic side of a learning analytics Project, such as leadership and in-house expertise. Students will also have to sufficiently address all "soft side" analytic issues such as moral, ethical and legal issues. This course is the capstone project.

LAHE-7004 - Learning Analytic Tools**Semester Credits: 3 Weeks: 8**

In this course students will be provided instruction regarding the types and functions of various analytics tools. Students will be given introduced to a strategy to choosing proper analytic tools that relies on knowing the purpose and types of educational answers sought, as well as the technology infrastructure, availability of data and cost. Consideration in not only choosing, but applying the correct analytics tools cannot be overlooked, as the requirements of each tool bring pros and cons. This course will provide an introduction to various analytic tools as well as review prominent studies and applications in which educational analytic tools were used.

LAHE-7003 - Applying Learning Analytics in Higher Education

Semester Credits: 3 Weeks: 8

This course will expose the student to use and application of learning analytics in a very specific, micro level approach. This course will cite and discuss the historical application of learning analytics, from the early application of learning analytics in the SIGNAL studies by Purdue in 2006 to more recent applications going on throughout the country. Students will be exposed to the role of technology and learning analytics on specific student outcomes like retention memory, engagement, dropout risk identification and other targeting metrics through the review of prominent studies. Students will learn about how learning analytics is being used to improve curriculum and pedagogy as well as institutional accountability. Students will be introduced to learning analytics in current practice and how it can help administration, as well as be exposed to faculty, student, and administration perspectives regarding the process. Students will engage in a more detailed discussion of legal issues regarding learning analytics as well as other soft side dimensions of learning analytics that are needed at the institutional level such as ethics and data literacy. Students will be encouraged to plan a hypothetical learning analytics initiative based on the information they have learned.

LAHE-7002 - A Macro Level Approach to Learning Analytics in Higher Education

Semester Credits: 3 Weeks: 8

This course will expose the student to various theories regarding the use and advancement of learning analytics in higher education in a broad and macro level approach. Students will engage in dialogue regarding the role of analytics in areas such as student learning and achievement, human resources, facilities, finance, research and academic affairs. Students will learn the implications for learning analytics in higher education administration, as well as those for both students and teachers. Students will learn what kinds of institutional leadership, technology capacities and infrastructure as well as human capital, learning analytic initiatives rely on and will investigate the challenges and future considerations needed for this field, as it continues to be applied in higher education.

LAHE-7001 - Using Educational Data

Semester Credits: 3 Weeks: 8

Students will be introduced to the role of technology and various forms of educational data which is used in learning analytics. The students will be given an overview of data mining, data integrity, data privacy and data utility. The students will become familiar with and apply popular educational data technology terms and all elements of data capture and management, such as data systems and data sources, will be covered, as well as the data mining process and other best practices to be considered in learning analytics.

LAHE-7000 - Introduction to Learning and Knowledge Analytics

Semester Credits: 3 Weeks: 8

Students will be introduced to the history and evolution of data analytics, which includes the identification of both early and prominent foundations of learning analytics, as well as an introduction to key theories, leading experts, useful best practices and applications in education.

Learning Analytics in K-12 Education

LAK-7005 - Implementing a K-12 Analytics Project

Semester Credits: 3 Weeks: 8

Students will prepare their own "theoretical" K12 Analytics Project following a pre-designed template provided for them. The project will include addressing issues of Scope, Cost, Timeliness, and Utility. It will be important to adequately address the humanistic side of a learning analytics Project, such as leadership and in-house

expertise. Students will also have to sufficiently address other analytic challenges such as moral, ethical, and legal issues. This course is the capstone project for Learning Analytics K12.

LAK-7004 - K-12 Analytic Tools

Semester Credits: 3 Weeks: 8

In this course, students will be provided instruction regarding the types and functions of various K-12 analytics tools. Special attention will be given to the use of K-12 statewide Student Information Systems and the integration of other types of data or multi-source data such as NAEP (National Student Clearing House data). Students will learn to select proper analytic tools depending on knowing the purpose and types of educational answers sought, as well as the technology infrastructure, availability of data, and cost. This course will provide an exploration of various analytic tools as well as review prominent studies and applications where educational analytic tools are used.

LAK-7003 - K-12 Learning Analytic Considerations

Semester Credits: 3 Weeks: 8

This course will address common problems, concerns, and oversights with learning analytic projects school districts and administrators may encounter. This course will comprehensively address all the soft sides of learning analytic issues needing to be addressed, especially student privacy regulations such as (FERPA) and data ownership and stewardship. Predictive analytics in K-12 with the advantages, limitations, and implementation guidelines will also be addressed. Students will engage in activities on role of using learning analytics for prediction (e.g., predicting college readiness or graduation) versus formative assessment (e.g., data used as live, real time action data to gauge performance, course correct and provide intervention) at the K-12 level. This course will expose students to many "active" K-12 learning analytic projects continually occurring.

LAK-7002 - K-12 Analytics Decision Making: An Administrators Perspective

Semester Credits: 3 Weeks: 8

This course will introduce the school or system administrator to the world of Learning Analytics and how to design, chose, or model an intended project. Focus will be on aligning Learning Analytic projects to school/district priorities, needs, and areas of inquiry. This course will introduce the student to various considerations needing to be made with regard to using data analytics as a "crystal ball" and the pros and cons of doing so. Students in this course will be exposed to several early and recent applications of learning analytics in the K-12 sector and will learn to evaluate and critique each, as well as how to handle concerns from various stake holders.

LAK-7001 - K-12 Educational Data

Semester Credits: 3 Weeks: 8

Students will be introduced to the role of technology and various forms of education data used in learning analytics. An overview of data mining with special consideration and focus of best practices to be considered in learning analytics, such as the use of Learning Analytics Software and Learning Management Systems or Course Content Systems will be included. Students will be given instruction on uses and limitations of K-12 data and discussion of relevance and practicality of data for predictive analysis in the K-12 environment. Describing the change of a "rear view" perspective from a formative assessment perspective to a predictive and forecasting view is an important part of this course.

LAK-7000 - Introduction to Learning Analytics

Semester Credits: 3 Weeks: 8

Students will be introduced to the evolution of data analytics and its progression into education. Prominent theories and leaders in learning analytics will be explored. Students will learn to delineate between learner analytics, academic

analytics, and data mining. This course will outline the distinction in purpose and function learning analytics plays in the K-12 environment. Students will be introduced to the historical forces responsible for driving the growth of K-12 learning analytics, such as Federal legislation, high stakes testing, increased call for accountability, reduction in resources, and an increase in commercially branded software. Students will examine potential uses in K-12 environments, as well as introduction to criteria for a successful K-12 learner analytic program and perspectives of potential key stakeholders regarding the implementation of learner analytics.

Legal Studies

MLS-6000 - MLS Capstone Project

Semester Credits: 3 Weeks: 8

Your capstone course is designed as a case based approach, grounded in literature that allows you to research and provide written analyses on topics in the legal field. You will demonstrate your ability to integrate practical skills and theoretical knowledge obtained in earlier courses. You also will complete activities that illustrate the relevant role of the paralegal or legal assistant.

MLS-5820 - Advanced Topics in Contracts Law

Semester Credits: 3 Weeks: 8

This course will introduce you to various issues that arise when entering and enforcing contracts. The definition of a contract, types of contracts, and purposes will be analyzed. You will explore the enforcement of a contract, dispute resolution options, and contract termination.

MLS-5800 - Advanced Topics in Torts Law

Semester Credits: 3 Weeks: 8

You will examine issues related to required compensation for intentional or unintentional torts in this course. Negligence, unforeseeable risk of harm, breach, legal and medical malpractice, causation, scope of liability, and other general considerations will be covered. You will also explore resolutions and their cultural, economic, and political implications.

MLS-5490 - Civil Actions II

Semester Credits: 3 Weeks: 8

In this course, you will examine the relevance of procedural choices in such areas as civil rights, class actions, and public law litigation. This course adds to the knowledge you obtained in Civil Actions I. Among the topics you will review the procedural issues in handling cases and the complex litigation environment.

MLS-5480 - Criminal Actions

Semester Credits: 3 Weeks: 8

This course examines the actions that can be taken by professional organizations or by citizens against organizations in a criminal setting. Distinctions will be made between civil and criminal actions. The organization's use of litigation in criminal settings or in response to criminal activities will be explored.

MLS-5470 - Civil Actions I

Semester Credits: 3 Weeks: 8

This course examines the actions that can be taken by professional organizations or by citizens against organizations in

a civil setting. Distinctions will be made between civil and criminal actions. You will learn about related laws and policies and subsequent results such as remedies, damages and restitution.

MLS-5450 - American Constitutional Law

Semester Credits: 3 Weeks: 8

In this course, you will learn about the United States' Constitution and federal laws that have an impact upon citizens and professional law entities. The role of the courts and limitations on state and local powers also will be examined.

MLS-5300 - Ethics for the Legal Professional

In this course you will examine the fundamental relationship between ethics and the legal profession. As part of your coursework, you will review rules and statutes governing the legal profession. You will focus on decision making within a complex business environment where business goals may be in conflict with legal and societal concerns.

MLS-5260 - Legal Research and Writing II

Semester Credits: 3 Weeks: 8

This course is designed to assist you in advancing the legal writing and research skills needed to draft legal memorandums, Briefs in Support, Contracts and Motions. In addition to practicing your writing skills, you will examine the technical elements of different legal documents. You also will critique legal writings for content and style.

MLS-5100 - Legal Research and Writing I

Semester Credits: 3 Weeks: 8

You will examine the components and structure of legal cases for conformity to industry standards in this course. You will evaluate significance of legal precedence in legal writing, conduct electronic and text-based research. You review the basic types and structures of legal documents used in the practice of law.

MLS-5000 - Introduction to Legal Studies

Semester Credits: 3 Weeks: 8

This course will provide students with a foundational understanding of the United States Legal system. Topics will cover: non-legal professionals and the roles they play in the legal system; differences in the origins of laws between judicial v. common v. legislative; and a business focus on torts and contracts.

MBA Courses

MBA-6010 - Strategic Planning

Semester Credits: 3 Weeks: 8

This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process.

MBA-5150 - Innovation and Marketing

Semester Credits: 3 Weeks: 8

In this project-based course, students will investigate and practice strategies for innovation and introduction of new ideas, products, and technologies to market. Students will practice assessing their customers' needs and tailoring strategies and tactics accordingly. This course provides an integrative approach to marketing and innovation based upon sound principles of business analysis, supply chain, operations, economics and financial management. Students will set marketing goals and produce plans to reach those goals and measure their progress. Ethical, social, and legal aspects such as marketing to minors and false or deceptive practices will be examined.

MBA-5140 - Operations Management**Semester Credits: 3 Weeks: 8**

This course is an introduction to the principles of operations management as they relate to business strategy. Students will learn how to manage business operations based on a global supply chain with diverse and geographically-dispersed suppliers and customers. Students will also examine how information systems can have a positive impact on operational productivity, competitiveness, automation of business processes, and electronic commerce.

MBA-5130 - Managing Business Finances**Semester Credits: 3 Weeks: 8**

In this course, students are introduced to procedures, process, and tools to effectively manage the business finances. Students will apply and practice these concepts in a wide range of simulated business and managerial situations. Topics include; Business and managerial economics, profit and loss, understanding financial reports, financial risk analysis, asset valuation, budgeting, managerial and financial accounting, financial ethics, and cost management. Students will practice using financial tools and case studies to aid in their analysis and financial decision-making.

MBA-5121 - Managerial Decision-Making**Semester Credits: 3 Weeks: 8**

This course is a study of the skills and cognitive processes that managers utilize and the factors that influence effective business decisions in the global business environment. Students will learn practical problem-solving and critical thinking in their analysis of real-world business scenarios, selection of tools and techniques, and identification of problems, opportunities, and solutions. Students will also learn how information technology can provide effective decision support for complex business issues.

MBA-5110 - Managing People and Teams**Semester Credits: 3 Weeks: 8**

This course is designed to ensure that students are prepared to lead in today's global workplace. Whether students are aspiring to management or are already a manager, students will find this course professionally relevant to acquire the essential skills to be an effective manager. In this course, students will examine concepts and apply strategies regarding global leadership; managing human capital and teams; ethical decision-making; and navigating organizational change. An important aspect of this course is that students will assess their personal management skills and have others provide input. The results of those assessments will enable students to develop a personal leadership plan.

MBA-5102 - Changing Times - Business in the 21st Century**Semester Credits: 3 Weeks: 8**

This course is designed to encourage students to understand and consider the impact of current trends such as 21st century leadership, globalization, sustainability, and technology on businesses. The subsequent core courses will provide a greater in-depth knowledge of business concepts and areas in an integrated fashion.

MSA Courses

MSA-5070 - Managing the Business Environment

Semester Credits: 3 Weeks: 8

This course is a survey of business concepts for the accounting professional. Students will study concepts of economics, management, and corporate governance to help them understand accounting in the context of the larger organization.

MSA-5060 - Legal Aspects of Accounting and Taxation

Semester Credits: 3 Weeks: 8

In this course, students will study how government regulations in taxation and bookkeeping impact the conduct of organizations and their accounting practices.

MSA-5050 - Auditing and Compliance Management

Semester Credits: 3 Weeks: 8

This course is an advanced examination of auditing concepts, practices, and reporting requirements for the accounting professional.

MSA-5040 - Advanced Financial Management

Semester Credits: 3 Weeks: 8

This course is an advanced examination of practices for financial accounting and reporting for the accounting professional. This course will explore the differences in reporting requirements of for-profit and not-for-profit government organizations.

MSA-5035 - Advanced Cost Systems

Semester Credits: 3 Weeks: 8

This course is an examination of the use of cost accounting techniques within the decision-making structure of the business environment.

MSA-5030 - Corporate Income Tax

Semester Credits: 3 Weeks: 8

This course focuses on the tax regulations provided under the US Internal Revenue Code governing taxation of business entities. Students will be required to research and apply tax strategies to various forms of businesses entities.

MSA-5025 - Individual Income Tax

Semester Credits: 3 Weeks: 8

This course focuses on the tax regulations provided under the US Internal Revenue Code governing individual income taxation. Students will be required to research and apply tax strategies.

MSA-5020 - Advanced Governmental Accounting

Semester Credits: 3 Weeks: 8

This course focuses on more advanced accounting principles including business combinations and consolidations, foreign currency translation, hedge accounting and not-for-profit/governmental accounting.

MSA-5015 - Auditing**Semester Credits: 3 Weeks: 8**

This course will provide a historical background on auditing standards and their evolutions including the differences for publicly traded companies and privately held companies. In addition, the course will cover the auditing process including planning, fieldwork, wrap-up and reporting.

MSA-5010 - Intermediate Financial Accounting**Semester Credits: 3 Weeks: 8**

This course will provide historical background on accounting standards and their evolution. In addition, the course will emphasize the financial accounting and reporting standards according to U.S. Generally Accepted Accounting Principles (GAAP).

MSA-5002 - Managerial Accounting**Semester Credits: 3 Weeks: 8**

This course explores the nature of managerial accounting as it relates to decision-making. Concepts and systems are analyzed, including cost-volume-profit analysis, analysis of reporting and financial statements, performance evaluation, differential analysis and product pricing, capital investment analysis, budgeting, and Just-in-Time manufacturing.

MSA-5001 - Financial Accounting**Semester Credits: 3 Weeks: 8**

This course is an introduction to financial accounting that specializes in the processes and principles used to prepare financial statements. This course will focus on an understanding of the accounting cycle including the preparation of the financial statements as well as interpreting information for decision-making.

MSOL Courses**MSOL-5903 - Legal Issues in Human Resources Management****Semester Credits: 3 Weeks: 8**

This course is designed to enable the student/Human Resources Manager to recognize and analyze potential legal implications of common workplace situations. This course will help to understand and evaluate current trends and issues in employment law and to apply this knowledge in a way that effectively manages risk in the employment relationship. In this course, considerations are addressed regarding the employment relationship, employment laws and HR policies resolving employment disputes and current/future trends in employment and Human Resources laws.

MSOL-5902 - Supervisory Concepts and Practices**Semester Credits: 3 Weeks: 8**

Through a blend of theory, practice, and skill development, this course explores the supervisory concepts, practices, challenges, and limitations that affect management in today's business environment. To operate successfully in this changing environment, organizations need supervisors with the managerial skills and creativity to turn uncertainty into opportunity, think strategically, lead change initiatives, motivate employees, encourage a positive work environment,

analyze and address the challenges of managing a diverse talented workforce, and effectively communicate with both internal and external stakeholders. This course shows how to apply the principles of supervisory management to recognize and take advantage of these opportunities.

MSOL-5901 - Recruitment and Human Resources Information Systems

Semester Credits: 3 Weeks: 8

This course presents a comprehensive staffing model that identifies the key components of staffing, external influences, and staffing system management. Major areas covered are staffing models and company strategy, external influences (economic laws and regulations), staffing strategy and planning, job analysis, measurement, external and internal recruitment, external and internal selection, decision making, the final match, retention, and management of the staffing system. Emphasis is placed on staffing strategy and the importance of external selection in securing employees that will become productive members of the organization. This course also focuses on the integration of technology into core staffing functions.

MSOL-5804 - Nonprofit Board Governance and Management

Semester Credits: 3 Weeks: 8

Boards of trustees represent a critical element in the complex nonprofit organizational system. Nonprofit boards provide necessary oversight, ensure accountability, and often, actively fundraise. In this course, students will explore nonprofit boards, their role and responsibilities, how they are self-governed and managed by staff, and how they can be effectively utilized for resource development.

MSOL-5803 - Philanthropy and Fundraising in Nonprofits

Semester Credits: 3 Weeks: 8

Nonprofit sustainability requires complex fundraising programs and effort, and the philanthropy of individuals and organizations, public and private. The dynamic nature of today's donor markets, the impact they have on philanthropic behavior, and the ethics and accountability required of nonprofits and their fundraisers are explored in this course.

MSOL-5802 - Nonprofit Strategic Management and Leadership

Semester Credits: 3 Weeks: 8

Nonprofit leaders use strategy to navigate through the dynamic internal and external environments. Through mission, vision, goal setting, strategic planning, and environmental analysis and assessment, strategy is developed, implemented, and measured. In this course, students explore the purpose and process of strategic management to analyze the work that needs to be done and the best way to do it.

MSOL-5801 - The Nonprofit Sector: History, Trends, and Theories

Semester Credits: 3 Weeks: 8

The nonprofit sector in the U.S. dates back to the 1970s, but charitable organizations have a much richer history. An overview of the nonprofit sector, its origins and connection to public policy in the U.S., current trends and the future of the sector, and the concepts of nonprofit theory are explored in this course.

MSOL-5703 - Management, Leadership and Team Building in the Project and Program Environment

Semester Credits: 3 Weeks: 8

This course will explore techniques and skills that can mitigate human resource problems in the project and program

environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to manage tough human resource issues. Students will examine concepts of leadership and organizational behavior to promote their effectiveness as both project leaders and project managers. Integration of tools and technology such as social media and management of virtual and multi-cultural teams will also be studied

MSOL-5702 - Earned Value Project Management

Semester Credits: 3 Weeks: 8

Earned Value is the accurate measurement of the authorized work physically accomplished plus management's budget for the completed work. This course presents the Earned Value technique which has been around for decades. It is discussed in this course as an effective technique to manage projects.

MSOL-5701 - Project Risk Management

Semester Credits: 3 Weeks: 8

Project risk is an uncertain event or condition that can have either a positive or negative effect on a project's objectives. This course includes the processes concerned with conducting project risk management planning, identification, analysis, mitigation and monitoring and control.

MSOL-5303 - Comparative Healthcare Systems

Semester Credits: 3 Weeks: 8

Students will evaluate key population challenges affecting modern societies in the developed and developing world by examining the health systems of various countries. Using a consistent framework, a comparison of each country's history, geography, government, and economy, as well as a detailed analysis of the country's healthcare system facilities, workforce, technology, cost, quality, and access, will be explored. Examples of challenges include: relations between population, growth, and the environment; population growth and socioeconomic development; and population and maturation of new diseases. Emerging issues in global healthcare are also explored.

MSOL-5302 - Healthcare Policy Analysis and Development

Semester Credits: 3 Weeks: 8

This course provides the student with an overview of the factors which govern and impact the development of healthcare policy in the United States. The student will learn how current and changing policies help shape the organizational structure of our healthcare system. The impact of these policies on services for the elderly and disabled will also be explored.

MSOL-5301 - Healthcare Legal and Ethical Issues

Semester Credits: 3 Weeks: 8

Students in this course will critically examine some of the legal and ethical issues affecting healthcare in America. The course includes an introduction and overview of key legal concepts and the exploration of selected issues including: Financing Indigent Care, Patient Rights, Informed Consent/Refusal of treatment, Tort Reform, End-of-Life Decision Making, Termination of Life Support, Do Not Resuscitate Orders, and Patient and Provider Relations. Upon completion, students will have an enhanced understanding regarding the relationship between law and ethics as they relate to the complex world of healthcare.

MSOL-5203 - Survey of Forensic Sciences

Semester Credits: 3 Weeks: 8

In this course students are provided an introduction to different sciences and technologies applied in criminal investigations. Focus is on the forensic scientist and his or her role in crime scene investigations. The criminalist topics include fingerprint technology, ballistics, tool mark impressions, bloodstain pattern analysis, serology and DNA, microscopy, and questioned documents. The function of forensic biology and chemistry will likewise be explored. Students will also evaluate the duties of the forensic expert acting as an expert witness in court.

MSOL-5202 - Current Issues in Law Enforcement**Semester Credits: 3 Weeks: 8**

This course provides students with the opportunity to investigate the issues facing the leadership of the nations' local, state and federal law enforcement agencies. Major problems such as drug enforcement, organized crime, white collar crime, and the war on terrorism and cooperation among law enforcement, first responder and health officials provide the core focus of student efforts.

MSOL-5201 - Introduction to Criminal Justice**Semester Credits: 3 Weeks: 8**

In this course, students will explore the different components of the criminal justice system in the United States. Through a legal, criminological, historical, and societal perspective, the foundations of crime and justice, police, courts, corrections, and juvenile justice will be evaluated. Special attention will be given to police, court, and corrections from arrest to conviction. Students will examine concepts of ethics and discuss current issues in the criminal justice system. Integration of technology such as databases and the use of technology in policing and corrections will be studied.

MSOL-5113 - Quality Management in Public Administration**Semester Credits: 3 Weeks: 8**

Quality management provides governmental structures with foundational measures and approaches for better public service delivery. In this course, students are provided the opportunity to examine the principles and methods for implementing an effective Total Quality Management system in a governmental environment. Students are provided a variety of planning methods to design, manage, and sustain such a system. By differentiating between strategic planning and operational planning, students will define a vision of quality improvement and insures those efforts are appropriate and stay on track.

MSOL-5112 - Public/Government Relations**Semester Credits: 3 Weeks: 8**

This course is designed to deal with the issues of lobbying at the national and local levels. Student will examine the ways that government officials influence public opinion and the informative role that government plays on major social issues, using publicity, advertising, press agency, public affairs, issues management, investor relations, and development. Finally, the course offers the student a chance to develop a comprehensive public relations campaign.

MSOL-5111 - Introduction to Public Administration**Semester Credits: 3 Weeks: 8**

In this course, bureaucracy is examined at the federal, state, and local levels with particular focus on how government functions. Major emphasis will be on public policies and their implications for the society; such as, the effect of citizens' power on decisions related to public accountability, and making choices for the benefit of the society.

MSOL-5110 - Capstone Professional Project

Semester Credits: 3 Weeks: 8

This course serves as the "capstone" for the Master of Science in Organizational Leadership degree program. Students will collaborate with organizational stakeholders to identify an organizational challenge, gather data to explore the challenge, construct a plan for addressing the challenge through organizational change, and create a strategy for evaluating the results of the plan. Students learn to integrate the concepts and theories considered throughout the degree program with practical application in an organization of their choice. In addition, students will evaluate themselves in their conduct as leaders.

MSOL-5106 - Understanding Data**Semester Credits: 3 Weeks: 8**

Students will collaborate with organizational stakeholders to identify a problem, gather data to explore the problem, construct a plan for implementing change, and create a strategy for evaluating the results of the plan. Students will learn to integrate concepts and theories with practical application in an organization of their choice.

MSOL-5105 - Leadership and Organization Strategy**Semester Credits: 3 Weeks: 8**

Leadership scholars widely agree that the role of leadership in the enterprise environment has dramatically changed over the last decade due to increased globalization, volatility leading to high uncertainty, and the introduction of disruptive innovation. This course is designed to help students understand how leadership has changed, and to provide knowledge of the strategies, skills, and tools required by leaders to meet today's challenges.

MSOL-5104 - Leadership: Change, Crises, and Communication**Semester Credits: 3 Weeks: 8**

This course is an introduction to the role of leadership in managing change in organizations. Topics include analyzing change as a constant state; strategies for managing change cycles; evaluating situations for crisis potential; developing proactive approaches for crises; leadership practices in times of crisis; and matching communication strategies to situations.

MSOL-5103 - People, Processes, and Organizational Health**Semester Credits: 3 Weeks: 8**

Students will evaluate approaches to improving the health of organizations. Topics include: examining issues related to rightsizing and outsourcing; reviewing current approaches to continuous improvement for quality; trends in human resources; and evaluating the importance of matching organization structure to strategy.

MSOL-5102 - Ethics and Decision Making**Semester Credits: 3 Weeks: 8**

Students will evaluate the ethical implications of structures, cultures, values, and leadership practices in organizations. Topics include: defining ethics in organizations; recognizing the organizational structure; analyzing values in organizations; determining leadership practices; evaluating the potential impact of these variables on decision making in organizations, and learning how to promote ethical decision making within organizations.

MSOL-5000 - Leadership Development and Practice**Semester Credits: 3 Weeks: 8**

In this course, you will begin to develop and enrich your leadership skills, while exploring historical trends in management through the lens of leadership theories and behaviors. In the leadership role, you will analyze and apply

concepts and models to real organizational situations. Through self-assessments, explore your own leadership style, skills, and goals to create a personal leadership profile that will grow throughout the program.

Management

MGT-8010DBA - Applied Management Capstone Project Doctoral Business Capstone Project

Semester Credits: 3 Weeks: 8

This doctoral course includes a comprehensive research project that creates a unique solution to a theoretical, hypothetical, or applied topic. The project should be suitable for publication or organizational application. Students will demonstrate proficiency in assignments, which will culminate into a final research project. For the student seeking a (DBA), the project will demonstrate the competency of the student and a systematic research methodology that illuminates the work of a scientific researcher. The DBA requires a more applied focus, and the dissertation may replicate original research.

MGT-7110 - Leadership in Organizations

Semester Credits: 3 Weeks: 8

Prerequisites: Fundamental requirement in General Management or fundamental Psychology courses

This course is designed to ensure that students are prepared to lead in today's global workplace. Whether students are aspiring to management or are already a manager, students will find this course professionally relevant to acquire the essential skills to be an effective manager. In this course, students will examine concepts and apply strategies regarding global leadership; managing human capital and teams; ethical decision-making; and navigating organizational change. An important aspect of this course is that students will assess their personal management skills and have others provide input. The results of those assessments will enable students to develop a personal leadership plan.

MGT-7029 - Strategic Leadership

Semester Credits: 3 Weeks: 8

Students in this course will explore the role of decision-making related to strategy and leadership. Specifically, students will focus on corporate governance, characteristics of the contemporary leader in a global/technological age, and actions the strategic leader must take to overcome the challenges which impede their organization from achieving success.

MGT-7027 - Legal Implications in Management

Semester Credits: 3 Weeks: 8

In this course, students will become familiar with legal principles and management, particularly their affects and outcomes in business. Laws and requirements or regulation are constantly changing and students need to be prepared in both academia and business. Through a series of case analyses and assessments, students will traverse numerous aspects of the legal implications managers face today, and how this is different from the past decades.

MGT-7022 - Advanced Topics in Organizational Development

Semester Credits: 3 Weeks: 8

Students in this course will synthesize and assess present theories and research results related to organizational development. Among many topics identified, students will assess organizational behavior in all sized businesses, evaluate group think and group behavior, and weigh structure and design of businesses for success.

MGT-7019 - Ethics in Business

Semester Credits: 3 Weeks: 8

Organizations can no longer ignore ethics and social responsibility, including the green movement. Ethics are required by local, state, and federal legislation, and today, more than ever, stakeholders at organizations are being held accountable for their actions and societal harm. Therefore, academic integrity must be carried out from the classroom to the place of business. In a case study format, students in this course will learn about current laws, their applications to business, and how to maintain an ethical perspective within the context of a global framework.

MGT-7016 - Managing Change

Semester Credits: 3 Weeks: 8

Turbulent and dynamic environments challenge all executives in the management of the organization. This course specifically examines the different aspects of organizational change. It focuses on techniques involved in creating, managing, and sustaining change and responses to different opportunities and challenges of organizational change.

MGT-7013 - Entrepreneurship

Semester Credits: 3 Weeks: 8

This course will enable students to comprehend entrepreneurship as both a business philosophy and as a tool for success. It will present practical concepts and application of entrepreneurship. Students will study entrepreneurship research including aspects of business planning and innovation. Students will be expected to demonstrate their understanding of entrepreneurial research, principles, and concepts.

MGT-7006 - Advanced Topics in Organizational Behavior

Semester Credits: 3 Weeks: 8

Doctoral students will investigate organizational behavior (OB) and the impact individuals, groups, and structure have on behavior within an organization. Students will specifically focus on how to improve productivity, reduce absenteeism and turnover, and increase employee citizenship and job satisfaction. Students will also study OB and the tools for guiding the productivity of others, predicting human behavior at work, and the perspectives needed to manage individuals from diverse backgrounds.

MGT-7002 - Marketing Management

Semester Credits: 3 Weeks: 8

In this doctoral course, students will examine the comprehension, evaluation, and synthesis of concepts that are the underlying foundation of marketing theory built around environmental research, marketing strategy differentiation, the product life cycle, segmentation strategies, the marketing mix (4 P's), and the new product cycle.

MGT-7000 - Business Organization and Management

Semester Credits: 3 Weeks: 8

Doctoral students will develop rational and employable management tools for working within an organization by understanding and analyzing various management techniques, concepts of organization, and analytical skills that are useful for effective organizations. Students are provided a comprehensive and multidimensional understanding of decision-making, communication, and budgeting. The course also examines the responsibilities of management practices in the organization to include employee motivation, leadership, and workplace trends.

MGT-5027 - Legal Implications in Management

Semester Credits: 3 Weeks: 8

This course will familiarize business law students with how legal principles affect management in business. The student will learn the theoretical foundations of the legal regime governing business and will become familiar with key substantive areas of law affecting business decisions.

MGT-5025 - Total Quality Perspectives in Management**Semester Credits: 3 Weeks: 8**

This course provides a comprehensive review of Total Quality Management principles, focusing on quality and continuous improvement in all aspects of business operation. A balance of case studies and examples is presented to illustrate major concepts. Students will focus on integrating quality and continuous improvement in all aspects of an operation.

MGT-5022 - Organizational Development**Semester Credits: 3 Weeks: 8**

This course defines factors that increase overall organizational effectiveness through change and planning. This course will examine a myriad of topics pertaining to organizational development, including organizational climate, culture, teams, structural bases of centralization and decentralization, job design, decision-making processes, and design theories.

MGT-5016 - Managing Change**Semester Credits: 3 Weeks: 8**

This course examines the challenge of change and the implementation of change in organizations. It focuses on realistic managerial situations and the techniques involved in managing change and responses to opportunities and threats.

MGT-5010 - Leadership in Organizations**Semester Credits: 3 Weeks: 8**

Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is: What makes a person an effective leader?

MGT-5007 - Strategic Management**Semester Credits: 3 Weeks: 8**

Strategic management examines the long-term needs of an enterprise and, through strategic planning, develops the strategies needed for effective performance. Whether it is for a for-profit or nonprofit organization, this course is designed to enable students to use various analysis tools to arrive at the best strategic recommendations and apply them to a real world enterprise.

MGT-5002 - Marketing Management**Semester Credits: 3 Weeks: 8**

This is an overview course in Marketing Management, the core of business operations. In it you will learn not only the vocabulary of marketing and its guiding principles but how to develop and implement marketing strategy. This includes developing a fundamental understanding of marketing as a constantly changing discipline and how to identify marketing opportunities based on an understanding of the consumer and environmental forces. In light of this understanding, you will learn how to create an appropriate segmentation and marketing mix strategy culminating in

your ability to develop a marketing plan. Throughout the course, emphasis will be placed on effective written communication.

MGT-5000 - Business Organization and Management

Semester Credits: 3 Weeks: 8

This course examines the essential characteristics of business organizations and management in a manner which will enable students to assess the meaning of management and what is expected of a manager. Students will also analyze how managers can accomplish goals and achieve positive results. Students will also classify how a manager is graded on performance. This course will help students assess whether different organizational structures require different management styles. Finally, students will breakdown how managers communicate and lead.

Management of Engineering and Technology

MET-8010CAGS - Management of Engineering and Technology

Semester Credits: 3 Weeks: 8

The student will create a comprehensive research project that seeks to create a unique solution to a stated, real, or hypothetical defined topic. The project should be suitable for publication or organizational application. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments which will culminate into a final research project.

MET-7029 - Enterprise Project Management

Semester Credits: 3 Weeks: 8

A strategic plan is an intended course of action. Leaders establish direction; however, followers encounter potential issues in interpreting the intentions. Project leaders manage by information, by working through people, and by action. Effective communication is critical to the success of the plan. Leaders who manage through empowered personnel are usually successful as well. Leaders who manage through action are directly involved in decision making and implementation of strategic plans. This course examines these three strategies of project management. A collaborative and iterative approach must be maintained by leadership throughout the organization to successfully execute the plan.

MET-7020 - Strategic Technology Management

Semester Credits: 3 Weeks: 8

The primary question for a strategic manager of innovation and technology is where to look for opportunities. Since business accepts change as a constant and is likely accepting change at a more rapid rate in the 21st century, one potential opportunity area is customer expectations and demands for the organization's products while looking for the disruptions in the product development process. The product development process is a cycle where innovation leads to productivity, productivity leads to intensified competition, and intensified competition leads to innovation. This course examines how technology is the identification, description, and explanation of needs resolved for business and industry applications. It is important to realize that technology evolves from implementation modifications due to customer feedback. This evolution is a trajectory of needs.

MET-7015 - The Impact and Process Optimization of Technology

Semester Credits: 3 Weeks: 8

This course, designed for doctoral students, permits them to examine how people skills, processes, and machines relate to current technology and through proper process optimization coupled with strategic focus, can provide an organization with a competitive advantage.

MET-7003 - Applications of Decision Theory

Semester Credits: 3 Weeks: 8

During the business day, supervisors, leaders, those on the manufacturing line, those drafting blueprints, and everyone else in the business environment are faced with making a decision. Some decisions are common and are made easily while other decisions are political, complex or require vast amounts of data to make the final decision. To make a correct a decision the person needs to follow a methodology to ensure the proper facts are considered and hidden traps of decision-making are avoided.

MET-7002 - Applications of Systems Theory

Semester Credits: 3 Weeks: 8

There is little doubt that the 21st century will bring unheralded change to the business world. A system must exhibit certain principles of interrelationships, such as wholeness or hierarchic order, to ensure the collective behaviors result in an efficient final system product. System thinking integrates the individual, team, and various departments into activities associated with organizations, environment, and strategy. The result is a more accurate representation of the organization and its environment. Situational contingencies and context influence the individual's level of actions within the organization and the organization's context influences the individual's actions. This course, designed for Doctoral students, examines the application of systems theory, which focuses on complexity and interdependence.

MET-7000 - Fundamentals of Productivity

Semester Credits: 3 Weeks: 8

To achieve a competitive advantage, organizations attempt to increase productivity, responsiveness, and adaptability. Problems and challenges accompany efforts directed towards achieving the highest level of productivity and efficiency. In this doctoral-level course, students will examine the productivity considerations of today's organizations including a fluctuating economy, technological advancement, variable work volumes, and increased globalization.

MET-5023 - Managing the Research and Development Organization

Semester Credits: 3 Weeks: 8

The management of R&D is the discipline of designing and leading R&D processes, managing R&D organizations, and ensuring smooth transfer of new knowledge, know-how, and technology to the stakeholders. The purpose of this course is to introduce students to the planning, new product development, technological forecasting and strategy, innovation, ethics, sustainability, and creativity required in the management of R&D.

MET-5020 - Management of Technology

Semester Credits: 3 Weeks: 8

This course is concerned with the impact of rapidly changing technology and the problems of managing these technological changes. The success of these ventures is even more dependent on timely and often courageous technological change decisions. The traditional concepts of operational and economic life of technologies must be used with caution. The real and impending impact of technological change is ever present as a factor and it must be continually managed for a firm to survive.

MET-5017 - Emerging Technologies

Semester Credits: 3 Weeks: 8

In this graduate course, participants will identify and understand the direction and consequences of emerging technologies on industry and society. Addressed in the course are the evolutionary development of technology and application, revolutionary inventions, and expanding needs that result from new technological possibilities.

MET-5016 - Improving Productivity Through Technology

Semester Credits: 3 Weeks: 8

This course is primarily concerned with the processes of acquiring technology to improve productivity in the firm. This includes looking at organizational change needed to successfully implement technological advances. The course will review organizations and their attempts to adopt technological innovations - especially computer and information system related innovations. This course will also examine the changes needed to make effective use of new technology and assure consistency between the technology and organizational processes and structures. This course also investigates the impact of technology on improving productivity, and the limits of such improvements.

MET-5010 - Quality Management

Semester Credits: 3 Weeks: 8

The effective implementation of total quality management practices is a requirement for all organizations to be successful. This course introduces a systematic approach for implementing total quality management for an organization with a strong emphasis on the customer, including customer expectations for product quality. This course covers the topics of defining quality, the history of quality management, identifying and understanding the customer, and adopting process improvements to implement quality management.

MET-5002 - Applied Systems Theory

Semester Credits: 3 Weeks: 8

Applied systems theory is the process by which the orderly evolution of human-developed systems can be achieved. The knowledge and tools needed for implementation of applied systems theory is discussed. Included in this class are; the system design process, system analysis and modeling, and the techniques of designing for operational feasibility. Students in this course will examine managerial systems concepts such as object modeling, system development strategies, user interface design, and database design. Students will understand and optimize organizational processes using applied systems theory. An overview of system engineering management is presented.

MET-5000 - Principles of Productivity

Semester Credits: 3 Weeks: 8

This course is designed to provide an overview of many topics that can affect productivity. The topics covered in the course are product design and operations, process design and choice of technology, management of quality, capacity and scheduling management of production and inventory management systems.

Management Information Systems

MIS-7005 - Enterprise Network Architecture

Semester Credits: 3 Weeks: 8

The purpose of this course is to provide a professional understanding of the value and uses of information systems architectures and processes designed to improve the overall performances of an organization. As such, students will explore an overview of enterprise architecture, computer networks, systems applications, and information systems processes. Topics include: the ways in which technologists might develop an enterprise network architecture to improve application accessibility, data storage, and management, communications, and business processes. Emphasis is on the tools needed for mastery of enterprise network architecture concepts and terms.

MIS-7004 - IT Data Communications Management

Semester Credits: 3 Weeks: 8

Prerequisites: MIS -5004 or equivalent or permission of the Dean of the School of Business and Technology

This course presents the technical, economic, social, and management issues involved in building network architectures to deliver reliable, consistent, low cost information transmission services. Those who manage corporate network equipment and facilities will understand the theory behind, and application of, data communication principles.

MIS-7003 - Information Technology Decision Support**Semester Credits: 3 Weeks: 8**

This doctoral course provides a professional understanding of the value and uses of information systems for business collaborations, management decision-making. This course is designed for students who desire to understand collaboration, decision support systems, and executive information systems from a business perspective. This course provides with a synthesis regarding the ways in which the students can utilize decision support systems to improve corporate competitiveness within the global marketplace. The course concentrates on providing the tools needed for mastery of decision support systems concepts and terms, which are important for all senior executives and stakeholders.

MIS-7002 - Database Administration and Management**Semester Credits: 3 Weeks: 8**

This course will encourage database administration and management personnel such as executives, strategic planners, network and information technology (IT) and system (IS) managers and scientists, data archivists, corporate librarians and information managers, systems integrators, and consultants to enhance their knowledge of the process of data collection, conversion, and migration. This course will present to students how data models align with the overall scope of business operations, which include hiring and forming strategic partnerships with knowledge workers.

MIS-7000 - Information Technology Management**Semester Credits: 3 Weeks: 8**

This doctoral course provides a basic understanding of the value and uses of information systems (IS) for business operations, management decision-making, and strategic advantage. The course concentrates on examining tools and concepts that are important to various managers who may not be directly managing the IS functions of the organization. This course provides an overview of practical applications of business IS and the critical issues surrounding them. More importantly, it introduces the doctoral student to several streams of recent research in the primary topic areas related to IS, and challenges the student to begin assimilating that research into a potential dissertation topic.

MIS-5011 - Computer Management Consulting**Semester Credits: 3 Weeks: 8**

The purpose of this course is to introduce the fundamentals of computer and network security administration. This is required as the first specialization course for computer and information security students. This requirement is waived for students holding a current valid CISSP credential. Students evaluate and apply security considerations and scenarios in each of the ten security domains embodied in the Certified Information Systems Security Professional (CISSP) and complete practice exams in each of these areas. Students will complete an exam simulation of the full CISSP certification exam as the capstone activity for the course.

MIS-5005 - Local Area Networks (LAN)**Semester Credits: 3 Weeks: 8**

The purpose of this course is to provide a professional understanding of the value and uses of network architecture to improve a business' overall performance. Students will have the opportunity to synthesize the ways that firms should

develop a network architecture to improve communications, data management, storage, and application accessibility. The focus of this course is to provide the tools needed for mastery of enterprise network architecture concepts and terms, which are important for all managers. Students will be provided with an overview of network management and architecture within a competitive business environment. They will learn how to manage network architecture, communications systems, and information systems processes.

MIS-5004 - Telecommunications Management

Semester Credits: 3 Weeks: 8

Telecommunications network specialists, consultants, managers, satellite tracking system designers, and technical support engineers who manage corporate network equipment, facilities, and land-lines will be able to understand the need to migrate from traditional communications networks to 21st century communication wireless, sensor, and broadband networks. This course will look at the managerial issues involved in building digital production and distribution technologies and network architectures to deliver reliable, consistent, low cost services.

MIS-5002 - Database Management Systems

Semester Credits: 3 Weeks: 8

This course focuses on data as a valuable organizational resource that must be managed, distributed, and kept secure. Information is the lifeblood of the modern organization. Information that is managed in an effective manner is often the difference between success and failure. For this reason, more and more organizations have come to depend on database systems to pool and to protect this valuable commodity. This course introduces the student to the essential principles that guide the design, implementation, and management of effective database systems.

MIS-5000 - Management Information Systems

Semester Credits: 3 Weeks: 8

This course provides a basic understanding of how information systems function and support business functions. The course content focuses on different aspects of the integration of information systems and business for competitive advantage. This course is designed for students who want an overview of information systems from a business perspective or who expect to be managerial end users of information systems. Different functions of information systems are further explored throughout the course.

Marketing

MKT-7101 - Brand and Product Management

Semester Credits: 3 Weeks: 8

This doctoral-level course incorporates product and brand strategies into a comprehensive management platform for understanding how to create the best marketing plans using an optimal marketing mix. Brand development focuses on image and equity coupled with product management. Creating new concepts and constructs requires best practices and a balance between plan requirements and brand needs in order to develop optimal marketing results.

MKT-7100 - Consumer Behavior Theory and Practice

Semester Credits: 3 Weeks: 8

Students in this course will explore consumer behavior theory and consumer behavior. Consumer behavior theory examines the applications of creating theoretical constructs incorporating marketing dominant logic, customer lifetime value models, and new analytical methods to develop and design consumer response systems and marketing strategy.

Customer loyalty and satisfaction are measures to help assess impacts of various new marketing strategies using techniques and scales to create improved consumer results.

MKT-7003 - Integrated Marketing Communication

Semester Credits: 3 Weeks: 8

This course focuses on the effective use of integrated marketing communications (IMC) programs and processes. Students will analyze the elements of integrated marketing communication including the trends, technology, and other macro-environmental issues impacting marketing communication.

MKT-7002 - Customer Relationship Management Strategies

Semester Credits: 3 Weeks: 8

The manner in which a company develops and manages customer relationships has evolved over the past two decades. This Doctoral level course explores strategies to develop and align customer, channel, brand, and relationship strategies to ensure that Customer Relationship Management (CRM) projects are effectively managed. Customers' needs, preferences, and behavior are analyzed so that the insight gained can be utilized to design better ways of interacting with customers or market segments. CRM strategies in communications, government, manufacturing, resources, and retail are examined. CRM processes are analyzed to determine the impact on the overall profitability of the company.

MKT-7001 - Strategic Sales Force Management

Semester Credits: 3 Weeks: 8

Students in this course will explore the role of the sales force, which is expanding greatly as a result of economic and competitive pressures and social and cultural changes in markets. Salespeople are often engaged in consultative relationships with their customers. The student will explore strategic sales force management issues, organizing, staffing, and training a sales force, and directing sales force operations. This will include the analysis of motivational issues, sales planning, and evaluating sales performance. In addition, the ethical and legal responsibilities of sales managers will be covered.

MKT-7000 - Strategic Service Marketing

Semester Credits: 3 Weeks: 8

This course will prepare students in the understanding of service marketing theory. These concepts provide the foundation necessary to examine the components of formulating service dominant logic. Through investigative research, aspects of theory development are identified and new theories are formulated. The research work developed through this course is suitable for an initial concept paper, research study, or for journal publication in order to further prepare the doctoral student.

MKT-6001 - Product Management

Semester Credits: 3 Weeks: 8

Product Management is a critical activity that develops strategies and plans for building winning products, increasing market share, improving customer appeal, and beating the competition. This course provides the marketing foundations required to develop, through the use of various analytical tools, a focused product marketing strategy. The student will be Developing sound product strategies through a series of building exercises that requires he or she to carefully construct a valuable Product Marketing Plan that can use as an actual or template model for future applications. The course covers all of the critical marketing activities from the Product Manager's (PdM) vantage point. This course is a core Marketing Specialty component offering a comprehensive tour de force of best -practice, theory -based marketing methodology for immediate real world application.

MKT-5003 - Advertising and Promotion

Semester Credits: 3 Weeks: 8

Students in this course will examine the creative and strategic process of advertising and promotion. The emphasis is on current practices and research in advertising and promotion, focusing on consumer behavior theories. Students will examine advertising and promotion methods and the ethical practices of designing, developing, and implementing an integrated marketing communication program. Students will also evaluate the challenges and opportunities of advertising and promotion in a global environment.

MKT-5002 - Customer Relationship Management

Semester Credits: 3 Weeks: 8

This course examines the consequences of initiating, developing, and maintaining a customer relationship management strategy and analyzes the impact of profitable, long term customer relationships.

MKT-5000 - Service Marketing

Semester Credits: 3 Weeks: 8

Service Marketing is a relatively new marketing discipline that extends the classical definitions of marketing theory and introduces new ideas to the design, development, and management of service products. Students will explore new theories of service quality (SERVQUAL) with emphasis on customer service behavior and acquire analytical tools to measure customer perceptions and expectations. A variety of learning methods prepares the student for new career opportunities in a service-dominated economy while providing the freedom of student assignment selections and work exercises.

Marriage and Family Therapy

MFT-8970 - MFT Supervision

Semester Credits: 3 Weeks: 12

This course introduces the fundamentals of systemic supervision with an emphasis on the importance of contextual variables such as culture, SES, and ethnicity. There is also an exploration of the impact of gender on the supervisory relationship. The design of the course meets the criteria for the 30-hour supervision fundamentals course for the AAMFT Approved Supervisor track. The intention is for the course also to be useful for any professional who is actively engaged in clinical supervision. Learning methods include short writing exercises and 15 hours of participant involvement in videoconferences with colleagues and course faculty. During the videoconferences there will be critiques of vignettes, role playing exercises, and discussion of short papers. Participants wishing to pursue the AAMFT Approved Supervisor designation should verify their eligibility with AAMFT.

MFT-8965 - MFT Doctoral Internship and Portfolio

Semester Credits: 1 Weeks: 12

Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of Clinical Training in the PhD Internship DRF in Taskstream. The 9-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The second of these is MFT -8962. All students in this internship must have a local supervisor who has the documented expertise to mentor the PhD student's development in the area of the student's specialty. The supervisor's credentials must be approved by the Director of Clinical Field Placement as a part of the internship contracting process in Taskstream. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's internship will be very individualized to provide the best possible growth through

experiential learning, each internship will share these characteristics: students will meet regularly with their supervisor; unless it is required by the student's internship contract, students will not have to attend the weekly NCU supervision groups online; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy, etc.); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what the student is already doing); and it provides an experiential base for the student to meet to PhD Program Outcomes and Student Learning Outcomes.

MFT-8962 - MFT Doctoral Internship II

Semester Credits: 1 Weeks: 12

Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of Clinical Training in the PhD Internship DRF in Taskstream. The 9-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The second of these is MFT8962. All students in this internship must have a local supervisor who has the documented expertise to mentor the PhD student's development in the area of the student's specialty. The supervisor's credentials must be approved by the Director of Clinical Field Placement as a part of the internship contracting process in Taskstream. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's internship will be very individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet regularly with their supervisor; unless it is required by the student's internship contract, students will not have to attend the weekly NCU supervision groups online; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy, etc.); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what the student is already doing); and it provides an experiential base for the student to meet to PhD Program Outcomes and Student Learning Outcomes.

MFT-8961 - MFT Doctoral Internship I

Semester Credits: 1 Weeks: 12

Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of Clinical Training in the PhD Internship DRF in Taskstream. This 9-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The first of these is MFT8961. All students in this internship must have a local supervisor who has the documented expertise to mentor the PhD student's development in the area of the student's specialty. The supervisor's credentials must be approved by the Director of Clinical Field Placements as a part of the internship contracting process in Taskstream. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's internship will be very individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet regularly with their local supervisor; unless it is required by the student's internship contract, students will not have to attend the weekly NCU supervision groups online; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy, etc.); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what the student is already doing); and it provides an experiential base for the student to meet the PhD Program Outcomes and Student Learning Outcomes.

MFT-8951 - MFT Doctoral Practicum I

Semester Credits: 3 Weeks: 12

This course provides students with an opportunity to demonstrate their competence in advanced MFT practice. Emphasis is placed on the clinical competence in working with diverse populations, advanced application of family and couple therapy models, ethical decision-making, and professional growth. Students must be clinically active during the course and participate in weekly clinical supervision.

MFT-8601 - Gerontology and Systemic Intervention

Semester Credits: 3 Weeks: 12

Prerequisites: This course deals with the biological, social, cognitive, and psychological aspects of aging. Ancillary aspects of aging are also explored, including: issues related to long-term care, end of life issues, the cultural context of human development, and the impact of socioeconomic status (poverty) on the elderly. A significant focus of the course is the application of systemic treatment/theory to the elderly adult population and multigenerational families.

MFT-8506 - Behavioral Health Care with Military and Veteran Populations

Semester Credits: 3 Weeks: 12

This course focuses on evidence based treatment and research pertaining to behavioral health challenges that are experienced by military and veteran populations. Attention is given to clinical assessments and treatment as well as current evidence based research, including biopsychosocial complications associated with each behavioral health challenge.

MFT-8505 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations

Semester Credits: 3 Weeks: 12

This course focuses on ethical standards, moral injury, compassion fatigue, burnout, and common ethical challenges that occur in clinical practice, research, and supervision with military and veteran populations.

MFT-8504 - Trauma and Resilience in Military and Veteran Couples and Families

Semester Credits: 3 Weeks: 12

This course focuses on precursors, assessment, diagnoses, indicated treatments, research practices, and policies related to trauma and resilience across military and veteran populations.

MFT-8503 - Military and Veteran Cultures Across the Lifespan

Semester Credits: 3 Weeks: 12

This doctoral-level course focuses on military and veteran cultures, including culturally informed clinical practice, research, and policies across the lifespan.

MFT-8407 - Loss and Bereavement

Semester Credits: 3 Weeks: 12

In this course, students will explore various aspects of grief and loss. The course will include theory and cultural beliefs and values surrounding death and dying and will highlight clinical approaches to assisting people in navigating grief and loss experiences. This course will also focus on self of the therapist experiences and self-care practices of helping professionals.

MFT-8406 - Families, Health, and Illness

Semester Credits: 3 Weeks: 12

This course addresses the challenges faced by individuals, couples, and families who are experiencing a chronic illness. Throughout this course, students will have the opportunity to identify health complaints and diseases, explore the psychosocial barriers and facilitators to effective treatment, and discover the ways in which cultural beliefs and norms impact the illness experience.

MFT-8405 - Medical Family Therapy Applications

Semester Credits: 3 Weeks: 12

This course addresses the many facets of creating and maintaining effective integration of behavioral health and medical care. Through this course, students will gain an in depth understanding of the practice of medical family therapy (MedFT). Students will discover how the clinical, operational, and financial components of care intersect and impact psychosocial care delivery.

MFT-8401 - Medical Family Therapy

Semester Credits: 3 Weeks: 12

This course is designed to introduce students to the theory, concepts, and practice of medical family therapy. Students will learn about collaborative healthcare, medical specializations, assessments commonly used in healthcare settings, and the ways in which biopsychosocial components of patients' and families' lives may impact their experience of health and illness.

MFT-8307 - The Couple Life Cycle in MFT Practice and Supervision

Semester Credits: 3 Weeks: 12

It is important for clinicians and clinical supervisors to be aware of the challenges and critical points of change and/or distress for couples throughout the couple life cycle. Throughout this cycle couples are challenged with how to face difficult circumstances and maintain a strong relationship. This course involves a look at the development of couples and their relationship cycle. The course will incorporate an overview of different issues that present in couples' relationships and examine the couple's dynamics through a lens of diversity. Students will learn about different models of couple's therapy and assessments pertaining to couple therapy. In addition, the students will learn about the importance of creating a therapeutic alliance with the couples.

MFT-8306 - Behavior Informed Couple Therapy Models

Semester Credits: 3 Weeks: 12

This course will focus on and emphasize couple therapy modalities that have been validated, in some way, by research. There are other models not covered in this course that have some empirical evidence (e.g., there is considerable evidence for EFT's effectiveness) but the models emphasized in this course are largely built on principles of cognitive-behavioral psychology. Two primary models will be covered throughout the course: Gottman's couple therapy model and Jacobson's and Christensen's Integrative Couple Therapy. This course places heavy emphasis on empiricism and students will be encouraged to be thinking like "scholar-practitioners" throughout the course.

MFT-8305 - Emotion and Differentiation Focused Couple Therapy

Semester Credits: 3 Weeks: 12

This course will focus on and emphasize the roles of two major human development forces that influence behavior in relationships: connection (attachment and inclusion) and separation (individuality and differentiation). There are ongoing debates in the MFT world about the role these two forces play in intimate relationships and clinical models differ in how to go about engaging clients in these realms. This course will give students the opportunity to discover more about these life forces and how their principles are applied in therapeutic conversations with couples. Learners will also be asked to consider both of these influences from a clinical research perspective throughout the course.

MFT-8303 - Systemic Sex Therapy

Semester Credits: 3 Weeks: 12

This course focuses on physiological, psychological, and sociocultural variables associated with human sexuality and

then maintains a focused emphasis on systemically oriented sex therapy including methods of conducting sexual assessments and both individual and relational therapy designed to help clients with variety of sexual issues, sexual dysfunctions, and sexual challenges within relationships.

MFT-8207 - Systemic Treatment of Neurodevelopment Disorders in Children and Adolescents

Semester Credits: 3 Weeks: 12

This course evaluates theory and research on evidence-based, systemic interventions with children and adolescents with neurodevelopmental disorders including attention-deficit/ hyperactivity disorder (ADHD), autism spectrum disorder (ASD), intellectual disabilities (ID), and learning disorders (LD). Students will establish an ethical framework for family therapy that is developmentally informed and culturally sensitive. This course presents marriage and family therapists as critical members of multidisciplinary treatment teams for ADHD, ASD, and other neurodevelopmental disorders.

MFT-8206 - Early Childhood and Parenting Interventions

Semester Credits: 3 Weeks: 12

This course reviews theory and research on interventions for early childhood, emphasizing play therapy and parenting interventions. Since a developmental-informed approach is critical for early childhood, play therapy theoretical foundations and techniques will be explored in-depth. From a systemic lens, children's emotional and behavioral difficulties are viewed in the context of the couple relationship, family structure, and parenting behaviors. As a result, students will learn to integrate several interventions for changing dynamics and behaviors within the parent system. Issues of cultural sensitivity and ethical practice will be considered for each topic discussed.

MFT-8205 - Child and Adolescent Assessment and Diagnosis

Semester Credits: 3 Weeks: 12

In this course students will evaluate the scholarly literature on clinical assessment and diagnosis of childhood and adolescent disorders. DSM-5 diagnostic criteria and assessment procedures will be viewed through a systemic lens and critiqued for their cultural sensitivity. Ethical concerns related to the assessment of children and adolescents will also be discussed.

MFT-8202 - Family Therapy with Adolescents

Semester Credits: 3 Weeks: 12

This course evaluates theory and research on systemic interventions with adolescents and their families. Students will establish an ethical framework that is developmentally informed and culturally sensitive. This course emphasizes how families can support adolescents through the difficult transition of increased independence from the family, as well as how to engage an adolescent in the therapeutic process.

MFT-8199 - MFT Research Project

Semester Credits: 3 Weeks: 12

This doctoral-level course requires the student to create a research project in coordination with an MFT program faculty member. The student will conduct a research study in the area of specialization or interest, and document the results in a formal project paper that documents the topic, methodology, analysis of results, and discussion/conclusions according to standard research conventions in the field of family therapy. Individual topic areas are to be submitted to and approved by the faculty prior to enrollment.

MFT-8115 - Family Systems Approaches to Addiction

Semester Credits: 3 Weeks: 12

This course provides an overview of a variety of addictive substances and how a systemic therapist approaches treatment of addiction. Students will be expected to consider self-of-therapist issues and diversity concerns as it relates to exposure to and treatment of addiction. A variety of approaches to treating addiction will also be addressed.

MFT-8105 - Theories of Personality

Semester Credits: 3 Weeks: 12

In this course, students will examine, compare, and contrast key personality theories. Drawing on classic and contemporary sources, students will consider Freudian, post-Freudian, behaviorism, and social learning theories. Students will also examine more contemporary theories on personality such as those put forth by cognitive, humanistic, and positive psychology. After learning these theories, students will apply these concepts to the practice of Marriage and Family Therapy.

MFT-8104 - Pharmacology for Family Therapists

Semester Credits: 3 Weeks: 12

This course is an overview of clinical psychopharmacology. The course will focus on psychiatric disorders their symptoms and medications. Students will explore basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications, so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified, and appropriate treatment plans may be developed. In addition, the course will teach Marriage and Family Therapists how to interact effectively in collaborative/multidisciplinary settings with other mental healthcare practitioners.

MFT-8103 - Assessing and Treating Family Violence

Semester Credits: 3 Weeks: 12

This graduate-level course offers an overview of treatment/clinical approaches for MFTs working in the context of family violence. Theory and research related to definitions, causes, consequences, and characteristics of affected family members will be explored. The course will also include the examination of family violence in diverse contexts, as well as consideration of ethical dilemmas associated with situations pertaining to family violence and abuse.

MFT-8102 - Dynamics of Family Interaction

Semester Credits: 3 Weeks: 12

This course examines the theoretical and empirical contributions to the understanding of diverse couple and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships, highlighting that from a life course perspective, these dynamics change over time. The course will include content on the history of family life and diverse family types, exploring various family structures and roles. Legal processes related to families will also be reviewed. Conceptualizations of effective functioning in couple and families will be studied and various factors that impact couple and family systems will be addressed.

MFT-8101 - Advanced Theories in MFT

Semester Credits: 3 Weeks: 12

This course provides an advanced overview of the theoretical literature related to the practice of marriage and family therapy. The course offers an opportunity to critically examine systems theories from cybernetics to natural systems. Students will also have an opportunity to reflect on common factors influencing MFT clinical practice and integration of various systems-based models.

MFT-7109 - Planning Dissertation Research in MFT

Semester Credits: 3 Weeks: 12

Students in this course will begin the process of writing a dissertation. The course will address the University dissertation process and aids to successfully completing a dissertation, including self-care and time management.

MFT-7108 - Advanced Data Analysis Strategies in MFT

Semester Credits: 3 Weeks: 12

This course is an intermediate examination of statistical analyses commonly used in the field of marriage and family therapy (MFT). It prepares doctoral MFT students with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric, and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic), basic ANOVA, and advanced ANOVA techniques.

MFT-7107 - Qualitative Research Design in MFT

Semester Credits: 3 Weeks: 12

This course provides students with the skills essential in the critique and execution of qualitative research methods relating to marriage and family therapy. The particular focus of this methodological course is on the application of qualitative research to understanding human phenomena (clinical and non-clinical individuals, families, and social groups). Course content will cover evaluation and critique of research processes, research problems, research designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research. There is an emphasis on clinical research and students will be expected to take a learning-through-doing/experiential approach.

MFT-7106 - Quantitative Research Design in MFT

Semester Credits: 3 Weeks: 12

This course provides students with the skills essential in the critique and execution of quantitative research methods relating to marriage and family therapy. Course content will cover evaluation and critique of research processes, research problems, research designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research.

MFT-7105 - Assessment in MFT Research and Intervention

Semester Credits: 3 Weeks: 12

In this course, students are trained to administer assessment instruments as an evaluative component of clinical practice and research in marriage and family therapy. Students will become familiar with the use of a wide variety of assessment instruments and clinical assessment procedures relating to children, individuals, couples, and families. Students will also identify specific measurement and evaluation tools or methods for potential use in their own dissertation research.

MFT-7104 - Statistical Design for MFT Research

Semester Credits: 3 Weeks: 12

This course provides an introductory exploration of statistics for the graduate student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in family therapy research, and also more generally, developing a working knowledge of statistical usage in everyday life.

MFT-7103 - Research Methods in MFT

Semester Credits: 3 Weeks: 12

This graduate-level introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. Students will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, students will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data relating to marriage and family therapy. Students will also identify what criteria are needed for a quality research project and be able to recognize whether the various elements of a research study are aligned and cohesive. These topics and others will be examined with the goal of enhancing a student's independent scholarly skills and preparing them for their own dissertation research and future scholarly endeavors.

MFT-7102 - Scholarly Writing in MFT

Semester Credits: 3 Weeks: 12

This course focuses on the scholarly review of literature and academic writing in the field of Marriage and Family Therapy. The course emphasizes preparation for an applied dissertation focused on issues at the local, community, or societal level. In this course, students will a) conduct effective literature searches; b) critically read and synthesize current research; c) write comprehensive, critical, and synthesized reviews of research literature; d) critically review and write about theoretical frameworks; e) address issues of diversity and ethics pertaining to research topics; and f) exercise cultural awareness while appraising a possible research topic. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation in the framework of the field of Marriage and Family Therapy.

MFT-7101 - Foundations for Doctoral Study in MFT

Semester Credits: 3 Weeks: 8

Students in this course will be prepared for success in the Marriage and Family Therapy (MFT) doctoral program at Northcentral University. Students are introduced to relevant academic communities, professional standards, and doctoral level expectations. Essential skills, including critical thinking, comprehending complex scholarly texts and research articles, as well as ethical and effective written communications are emphasized. Students will begin to explore potential research topics for use in their doctoral studies and complete the course with a roadmap to navigate their way to degree completion. Students will also develop a personal philosophy of diversity and cultural competence, as well as continue to explore a personal fit of MFT theories.

MFT-6996 - MFT Internship IV

Semester Credits: 1 Weeks: 12

Upon completion of Practicum I and II, students are required to enroll in three 1- credit Internship courses. Prior to the completion of the final Internship course, students are expected to complete all therapy and supervision hours required for graduation. In addition to the completion of required client contact hours and supervision, students are required to take the national licensing practice exam and present their theoretically-grounded model of therapy to the MFT faculty. This Internship course is an additional 1-credit hour course designed to support students in the completion of these graduation requirements. Consistent with expectations in the Practicum courses, throughout the Internship experience students are required to meet weekly with the local supervisor and with the NCU faculty member; this supervision should involve direct observation or video/audio- recorded observation of the student's sessions. Furthermore, students remain accountable to follow the Clinical Training Handbook requirements.

MFT-6995 - MFT Internship and Capstone Presentation

Semester Credits: 1 Weeks: 12

Upon completion of Practicum I and II, students are required to enroll in three 1-credit Internship courses. Prior to the completion of the final Internship course, students are expected to complete all therapy and supervision hours required for graduation. In addition to the completion of required client contact hours and supervision, students are required to take the national licensing practice exam and present their theoretically-grounded model of therapy to the MFT faculty. Consistent with expectations in the Practicum courses, throughout the Internship experience students are required to meet weekly with the local supervisor and with the NCU faculty member; this supervision should involve direct observation or video/audio- recorded observation of the student's sessions. During the final Internship Capstone course, students are required to prepare for and present your own theoretically-grounded personal model of therapy to the MFT faculty. Furthermore, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1,2, 3, 4)

MFT-6995CA - MFT Internship and Capstone Presentation**Semester Credits: 3 Weeks: 12**

Upon completion of Practicum I and II, students are required to enroll in three 1-credit Internship courses. Prior to the completion of the final Internship course, students are expected to complete all therapy and supervision hours required for graduation. In addition to the completion of required client contact hours and supervision, students are required to take the national licensing practice exam and present their theoretically-grounded model of therapy to the MFT faculty. Consistent with expectations in the Practicum courses, throughout the Internship experience students are required to meet weekly with the local supervisor and with the NCU faculty member; this supervision should involve direct observation or video/audio- recorded observation of the student's sessions. Furthermore, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1,2, 3, 4)

MFT-6994 - MFT Internship IV**Semester Credits: 1 Weeks: 12**

Upon completion of Practicum I and II, students are required to enroll in three 1-credit Internship courses. Prior to the completion of the final Internship course, students are expected to complete all therapy and supervision hours required for graduation. In addition to the completion of required client contact hours and supervision, students are required to take the national licensing practice exam and present their theoretically-grounded model of therapy to the MFT faculty. Consistent with expectations in the Practicum courses, throughout the Internship experience students are required to meet weekly with the local supervisor and with the NCU faculty member; this supervision should involve direct observation or video/audio- recorded observation of the student's sessions. Furthermore, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1,2, 3, 4)

MFT-6993 - MFT Internship III**Semester Credits: 1 Weeks: 12**

Upon completion of Practicum I and II, students are required to enroll in three 1-credit Internship courses. Prior to the completion of the final Internship course, students are expected to complete all therapy and supervision hours required for graduation. In addition to the completion of required client contact hours and supervision, students are required to take the national licensing practice exam and present their theoretically-grounded model of therapy to the MFT faculty. Consistent with expectations in the Practicum courses, throughout the Internship experience students are required to meet weekly with the local supervisor and with the NCU faculty member; this supervision should involve direct observation or video/audio- recorded observation of the student's sessions. Furthermore, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1,2, 3, 4)

MFT-6992 - MFT Internship II**Semester Credits: 1 Weeks: 12**

Upon completion of Practicum I and II, students are required to enroll in three 1-credit Internship courses. Prior to the

completion of the final Internship course, students are expected to complete all therapy and supervision hours required for graduation. In addition to the completion of required client contact hours and supervision, students are required to take the national licensing practice exam and present their theoretically-grounded model of therapy to the MFT faculty. Consistent with expectations in the Practicum courses, throughout the Internship experience students are required to meet weekly with the local supervisor and with the NCU faculty member; this supervision should involve direct observation or video/audio- recorded observation of the student's sessions. Furthermore, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1,2, 3, 4)

MFT-6992CA - MFT Internship II

Semester Credits: 3 Weeks: 12

Upon completion of Practicum I and II, students are required to enroll in three 1-credit Internship courses. Prior to the completion of the final Internship course, students are expected to complete all therapy and supervision hours required for graduation. In addition to the completion of required client contact hours and supervision, students are required to take the national licensing practice exam and present their theoretically-grounded model of therapy to the MFT faculty. Consistent with expectations in the Practicum courses, throughout the Internship experience students are required to meet weekly with the local supervisor and with the NCU faculty member; this supervision should involve direct observation or video/audio- recorded observation of the student's sessions. Furthermore, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1,2, 3, 4)

MFT-6991 - MFT Internship I

Semester Credits: 1 Weeks: 12

Upon completion of Practicum I and II, students are required to enroll in three 1-credit Internship courses. Prior to the completion of the final Internship course, students are expected to complete all therapy and supervision hours required for graduation. In addition to the completion of required client contact hours and supervision, students are required to take the national licensing practice exam and present their theoretically-grounded model of therapy to the MFT faculty. Consistent with expectations in the Practicum courses, throughout the Internship experience students are required to meet weekly with the local supervisor and with the NCU faculty member; this supervision should involve direct observation or video/audio- recorded observation of the student's sessions. Furthermore, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1,2, 3, 4)

MFT-6991CA - MFT Internship I

Semester Credits: 3 Weeks: 12

Upon completion of Practicum I and II, students are required to enroll in three 1-credit Internship courses. Prior to the completion of the final Internship course, students are expected to complete all therapy and supervision hours required for graduation. In addition to the completion of required client contact hours and supervision, students are required to take the national licensing practice exam and present their theoretically-grounded model of therapy to the MFT faculty. Consistent with expectations in the Practicum courses, throughout the Internship experience students are required to meet weekly with the local supervisor and with the NCU faculty member; this supervision should involve direct observation or video/audio- recorded observation of the student's sessions. Furthermore, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1,2, 3, 4)

MFT-6953 - MFT Practicum III

Semester Credits: 3 Weeks: 12

This course provides students with an opportunity to engage in ongoing, supervised therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. It is expected that students will accrue at least 100 client contact hours during each of the practicum courses. The accumulation of clinical and supervision hours must be tracked by an NCU-approved vendor and approved by the local clinical supervisor and the NCU clinical faculty member. The local clinical supervisor will provide weekly individual

supervision of the student and assist the student in managing cases. The NCU clinical faculty member will maintain contact with student and local clinical supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online NCU group practicum sessions. Throughout practicum and internship, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1, 2, 3, 4)

MFT-6952 - MFT Practicum II

Semester Credits: 3 Weeks: 12

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (250 of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (51 of which must be individual supervision with no more than two supervisees in attendance. Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. The accumulation of clinical and supervision hours must be tracked by an NCU-approved vendor and approved by the local clinical supervisor and the NCU clinical faculty member. The local clinical supervisor will provide weekly individual supervision of the student and assist the student in managing cases. The NCU faculty member will maintain regular contact with the student and local clinical supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online NCU group practicum sessions with the Northcentral Faculty Supervisor. Each MFT Practicum and Internship course lasts 12 weeks and must be taken consecutively. Students are required to be clinically active for the duration of that time. It is expected that students will accrue at least 100 client contact hours during each of the two practicum courses. To meet this requirement Students should plan to complete a minimum of 10 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Throughout practicum and internship, students remain accountable to follow the Clinical Training Handbook requirements. The emphasis in MFT6952 MFT Practicum II is on skill building. (Student Learning Outcomes 1, 2, 3, 4)

MFT-6952CA - MFT Practicum II

Semester Credits: 3 Weeks: 12

This course provides Students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision with no more than two supervisees in attendance; the 100 hours of required supervision must also include a minimum of 50 hours of supervision utilizing observable data). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours must be tracked by an NCU-approved vendor and approved by the local clinical supervisor and the Northcentral University Clinical Faculty Supervisor. The local clinical supervisor will provide regular individual supervision of the Student and assist the Student in managing cases. The Northcentral Faculty Supervisor will maintain regular contact with Student and local clinical supervisor and will facilitate the process of learning and knowledge integration. Additionally, Students are required to participate in weekly online group practicum sessions with the Northcentral Faculty Supervisor. Each MFT Practicum and Internship course lasts 12 weeks and must be taken consecutively. Students are required to be clinically active for the duration of that time. It is expected that Students will accrue at least 100 client contact hours during each of the two practicum courses. To meet this requirement Students should plan to complete a minimum of 10 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per Practicum and 250 hours for the whole clinical experience) must be

relational (couple or family). The emphasis in MFT-6951 MFT Practicum I is on skill building.

MFT-6951 - MFT Practicum I

Semester Credits: 3 Weeks: 12

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (51 of which must be individual supervision with no more than two supervisees in attendance; the 100 hours of required supervision must also include a minimum of 50 hours of supervision utilizing observable data). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. The accumulation of clinical and supervision hours are tracked in an NCU-approved tracking system and approved by the local clinical supervisor and the Northcentral University Clinical Faculty Supervisor. The local clinical supervisor will provide weekly individual supervision of the student and assist the student in managing cases. The Northcentral Faculty Supervisor will maintain regular contact with student and local clinical supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Faculty Supervisor. Each MFT Practicum and Internship course lasts 12 weeks and must be taken consecutively. Students are required to be clinically active for the duration of that time. It is expected that students will accrue at least 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a minimum of 10 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per Practicum and 250 hours for the whole clinical experience) must be relational (couple or family). (Student Learning Outcomes 1, 2, 3, 4)

MFT-6951CA - MFT Practicum I

Semester Credits: 3 Weeks: 12

This course provides Students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision with no more than two supervisees in attendance; the 100 hours of required supervision must also include a minimum of 50 hours of supervision utilizing observable data). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours must be tracked by an NCU-approved vendor and approved by the local clinical supervisor and the Northcentral University Clinical Faculty Supervisor. The local clinical supervisor will provide regular individual supervision of the Student and assist the Student in managing cases. The Northcentral Faculty Supervisor will maintain regular contact with Student and local clinical supervisor and will facilitate the process of learning and knowledge integration. Additionally, Students are required to participate in weekly online group practicum sessions with the Northcentral Faculty Supervisor. Each MFT Practicum and Internship course lasts 12 weeks and must be taken consecutively. Students are required to be clinically active for the duration of that time. It is expected that Students will accrue at least 100 client contact hours during each of the two practicum courses. To meet this requirement Students should plan to complete a minimum of 10 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per Practicum and 250 hours for the whole clinical experience) must be relational (couple or family). The emphasis in MFT-6951 MFT Practicum I is on skill building.

MFT-6551 - Child and Adolescent Family Therapy: Clinical Applications

Semester Credits: 3 Weeks: 12

This course reviews individual and family systems-based interventions for psychological disorders that present in childhood and adolescence. Adaption of interventions to individual developmental stage and cultural context will be emphasized. Course materials will further inform treatment decisions about what level of the ecological system needs intervention based on presenting issue.

MFT-6550 - Child and Adolescent Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 Weeks: 12

In this course students examine theory and research on physical, cognitive, emotional, and social development from infancy through adolescence. Students also explore the contextual factors that influence developmental outcomes to inform a systemic approach to clinical assessment and intervention. Diagnostic criteria of psychological disorders that present in childhood and adolescence are also reviewed and critiqued for their cultural sensitivity and manifestation in context.

MFT-6542 - Transgender Couples and Families

Semester Credits: 3 Weeks: 12

This course is designed to provide a basic clinical understanding for working with transgender individuals and/or individuals who do not identify as cisgender from a systemic lens. Lessons will examine non-cisgender individuals' experiences within their family, cultural, and community contexts. Further, this course will integrate MFT clinical applications when working with transgender and/or non-cisgender individuals and their families. Ethical challenges, social policies, and family dynamics will also be explored.

MFT-6541 - LGBTQ Couple and Family Therapy: Clinical Applications

Semester Credits: 3 Weeks: 12

This course is designed to be an in-depth exploration of providing marriage and family therapy models, techniques, case conceptualizations, and practice to the LGBTQ populations. Clinical applications and practice resources for MFT will be addressed.

MFT-6540 - LGBTQ Couple and Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 Weeks: 12

This course is designed to increase clinical awareness and understanding of LGBTQ couples and families. Historical background on LGBTQ families in the United States, information on LGBTQ couples and families' unique experiences, and a connection to systemic understanding will be addressed in the course.

MFT-6531 - Medical Family Therapy: Clinical Applications

Semester Credits: 3 Weeks: 12

In this course students will be oriented to the broad spectrum of influences and implications of health, illness, and healthcare relevant to the practice of medical family therapy (MedFT). An understanding of biopsychosocial assessment and intervention, patient and families' experiences of illness, understanding of pertinent medical issues, comparing of medical ethics and AAMFT Code of Ethics, attuning to sociocultural issues, and collaborating with medical professionals will be explored. In addition, the emphasis is placed on the exploration of the illness stories of the patients, families, and therapists working in the realm of the medical family therapy practice.

MFT-6530 - Medical Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 Weeks: 12

This course is an introductory survey of professional literature and resources related to the MFT sub-specialty of medical family therapy (MedFT) as well as the practice of integrated/collaborative behavioral healthcare. The course includes an emphasis on the theoretical basis for MedFT, the clinical skills necessary to practice in integrated/collaborative healthcare settings, as well as contextual factors unique to medical family therapy.

MFT-6521 - Military Family Therapy: Clinical Applications

Semester Credits: 3 Weeks: 12

This Master's level course involves in depth study of specific issues faced by military service members, veterans, and their families and specific systems-based treatments used by MFTs to address these challenges. Course topics include: influence of combat deployment on service members and veterans, including issues such as post-combat traumas (e.g., PTSD, TBI, sexual assault), risky behaviors (suicidality and substance abuse), and consideration of mental health issues that develop prior to or after deployment. Challenges involving the whole military family, such as demands of deployment, and domestic violence will also be explored. While studying these topics, students will pay particular attention to the issues of confidentiality and consider ethical dilemmas pertaining to military family therapy practice. In addition to being engaged in learning about various challenges present in military families, students will also explore the resilience framework and systems-based understanding of the military families environment.

MFT-6520 - Military Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 Weeks: 12

In this Master's level course, the learner will understand the importance of mental health professionals providing psychotherapy to active duty service members, veterans, and their families. Participants will gain knowledge of military culture and organization. The students will focus on characteristics of the military family that distinguish it as a separate cultural entity. Students will explore military culture from multiple perspectives including service members, military families, and health care providers. Students will receive an overview of issues experienced by this population and familiarize themselves with theories and evidence-based models developed to address challenges experienced by military families. In addition, students will learn about the larger system of service provision including TRICARE and Veterans Administration.

MFT-6511 - Couple Therapy: Clinical Applications

Semester Credits: 3 Weeks: 12

This course involves an in depth study of specific issues pertaining to the couple therapy and couple sexuality. Topics will focus on the issue of sexual addiction, sexual violence, domestic violence, and infidelity considered through various cultures lenses, such as religiosity and spirituality, ethnicity, and socio-economic status. Specific attention will be also paid to the examination of diverse couples contexts, including LGBTQ and military couples. After finishing the course, students will be able to appraise diverse system-based therapy approaches and theoretical frameworks that could be used while addressing the presented topics.

MFT-6510 - Couple Therapy: Historical and Theoretical Foundations

Semester Credits: 3 Weeks: 12

This course involves a look at the development of couples and their relationship cycle. The course will incorporate an overview of different issues that present in couples relationships and examine the couple's dynamics through a lens of diversity. Students will learn about different models of couple's therapy and assessments pertaining to couple therapy. In addition, the students will learn about the importance of creating a therapeutic alliance with the couples.

MFT-6203 - Human Sexuality

Semester Credits: 3 Weeks: 12

Students in this course will examine how social, psychological, biological, and cultural influences shape sexual practices, expressions, identities, and representations. Additional topics covered include theoretical perspectives on sexuality, issues in sex research, attraction, intimacy, love, sexuality education, and legal issues related to sexuality. Students will apply this information to the practice of Marriage and Family Therapy.

MFT-6201 - California Law and Professional Ethics

Semester Credits: 3 Weeks: 12

This course is designed specifically for students living in or seeking licensure as a Marriage and Family Therapist (MFT) in the state of California. The course focuses on legal and ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy in the state of California. The course includes content regarding contemporary professional ethics and laws regarding the scope of practice, therapeutic and clinical considerations involving legal and ethical practice of MFTs, family law, current legal trends in the mental health profession, psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, the treatment of minors with and without parental consent, professional identity including the relationship between the sense of self and human values and one's professional behavior and ethics, legal and ethical standards for different types of work settings, and the licensure laws and process.

MFT-6201CA - California Law and Professional Ethics

Semester Credits: 3 Weeks: 12

This course is designed specifically for Students living in or seeking licensure as a Marriage and Family Therapist (MFT) in the state of California. The course focuses on legal and ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy in the state of California. The course includes content regarding contemporary professional ethics and laws regarding the scope of practice, therapeutic and clinical considerations involving legal and ethical practice of MFTs, family law, current legal trends in the mental health profession, psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, the treatment of minors with and without parental consent, professional identity including the relationship between the sense of self and human values and one's professional behavior and ethics, legal and ethical standards for different types of work settings, and the licensure laws and process.

MFT-6118 - Gerontology and Systemic Intervention

Semester Credits: 3 Weeks: 12

This course deals with the biological, social, cognitive, and psychological aspects of aging. Ancillary aspects of aging are also explored, including issues related to long-term care, end of life issues, the cultural context of human development, and the impact of socioeconomic status (especially poverty) on older adults. A significant focus of the course is the application of systemic treatment/theory to the older adult population and multigenerational families. Students will explore ethical dilemmas that might arise while working in gerontological settings and examine current research literature addressing systemic work with older adults, their families, and larger social systems.

MFT-6117 - Family Therapy with Adolescents

Semester Credits: 3 Weeks: 12

In this course, students will review clinical theories and models that are relevant to the assessment and treatment of adolescents and their families. Strategies for adolescent engagement will be explored, with particular consideration for adolescent development and ethical practice. Students will be expected to think critically about common presenting issues for adolescents using a systemic, culturally-sensitive framework.

MFT-6116 - Systemic Treatment of Infidelity and Sex Addiction

Semester Credits: 3 Weeks: 12

This course will examine the individual, family, and societal issues pertaining to infidelity and sex addiction. Assessment and treatment in the context of marriage and family therapy will be explored. In addition, attention will be given to the effects of the Internet on infidelity and sex addiction, as well as ethical and diversity considerations in the framework of the systemic treatment of addictions.

MFT-6115 - Emotionally Focused Couples Therapy

Semester Credits: 3 Weeks: 12

This Master's level course will familiarize students with the theory, concepts, and application of emotionally focused couple therapy (EFT). Theoretical and conceptual emphasis will be placed on the role that attachment and attachment injuries play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma. The application will focus on the steps of emotionally focused therapy and the interventions that a therapist uses in the process. Students will also review how EFT prompts clinicians to address the questions related to the diversity and ethical dilemmas potentially encountered in clinical practice.

MFT-6114 - Families with Severe and Chronic Illness

Semester Credits: 3 Weeks: 12

This course provides an introduction to working with families faced with the challenge of severe and chronic illnesses. The focus of the course is to develop clinicians who understand the impact illness has on interpersonal, relational, and family dynamics across the lifespan. It identifies the typology of illness, explores theoretical frameworks, analyzes illness across the lifespan, discusses system-oriented interventions, and addresses complicating factors associated with caregiving and end-of-life decision making.

MFT-6113 - Assessing and Treating Family Violence

Semester Credits: 3 Weeks: 12

This course provides an overview of systems-based theories and models that can be utilized by MFTs working in the context of family violence. Students will explore theories and research related to family violence and look into various causes and consequences as well. The course materials will also address family violence in diverse contexts, as well as consideration of ethical dilemmas associated with situations pertaining to family violence and abuse.

MFT-6112 - Fundamentals of Psychopharmacology

Semester Credits: 3 Weeks: 12

This Master's level course is designed to teach the basics of clinical psychopharmacology for marriage and family therapists. Students will consider how psychotropic medications affect specific populations such as children and older clients. Students will draw from DSM-5 diagnostic criteria as it applies to treatment decision-making and medications. Neuroscience research on psychopharmacology treatment will be reviewed and ethical implications will be discussed.

MFT-6111 - Systemic Interventions in Addictions

Semester Credits: 3 Weeks: 12

This course provides an overview of a variety of systemic approaches which can be used to treat addiction. Students will be expected to consider self-of-the-therapist issues and diversity concerns as it relates to exposure to and treatment of addiction. A variety of addictive substances will also be introduced to help students understand the issues related to long-term and short-term effects of various classes of substances and the withdrawal symptoms which may be

experienced by clients. Ethical issues, which present themselves when working as an MFT within the field of addictions, will also be explored.

MFT-6109 - Sex Therapy in MFT

Semester Credits: 3 Weeks: 12

This course provides an overview of systems-based theories and models that can be utilized by MFTs in the assessment and treatment of sexual disorders and dysfunction. The course materials will address physiological and psychological aspects of human sexuality, along with relevant issues such as ethical dilemmas in sex therapy and implications of diversity for sex

MFT-6107 - Adult Psychopathology and Systems Thinking

Semester Credits: 3 Weeks: 12

The course explores the concepts of psychopathology. Students will study different perspectives on what constitutes mental health, mental illness, and abnormal behavior and consider how research and assessment are applied to the field of abnormal psychology. Various diagnostic categories will be examined as well as the etiology dynamics, prevention, and treatment of abnormal behavior, including systems-based family interventions.

MFT-6106 - Families in Crisis

Semester Credits: 3 Weeks: 12

This course will examine contemporary crisis-related issues in marriage and family therapy to include the intersections of gender, violence, trauma, substance abuse and other compulsive behaviors, eating disorders, suicide, chronic illness, infidelity and infertility. The focus will be on the effects of trauma and stress on family life and relationships and the assessment and treatment of individuals, couples, and families from a relational/systemic perspective with respect to these issues. Collaborative care, referral process, and community networking will be addressed considering the unique needs of the trauma population. Vicarious trauma and resilience will also be examined, with an emphasis on self-care for MFTs working with families in crisis. Ethical issues pertaining to the trauma work will be addressed.

MFT-6105 - Couple and Sex Therapy

Semester Credits: 3 Weeks: 12

This Master's level course provides students with an opportunity to develop their personal model of therapy for working with couples with a variety of issues, such as differing values and sexual dysfunction. Through the study of several models of couples therapy and sex therapy, students will focus on assessment of couples' dynamics, goal setting, and potential interventions. Special consideration will be given to diversity and ethical issues throughout the course.

MFT-6104 - Family Therapy with Children

Semester Credits: 3 Weeks: 12

This course provides an overview of systems-based theories and models that could be utilized by MFTs while working with children and their families. Course material will also address specific topics necessary to consider while providing therapeutic services, such as ethical dilemmas related to minors, opportunities of collaboration with extra-therapeutic systems, and possibilities of developing parenting strategies sensitive to the diverse population served by MFTs. Facilitating child involvement in the therapeutic process for families will be addressed as well.

MFT-6103 - Cultural Diversity, Gender, and Family Development

Semester Credits: 3 Weeks: 12

This course addresses issues related to diversity and power and privilege as they relate to culture, ethnicity, gender, nationality, race, religion, sexual orientation, disability, and spirituality. Each of these characteristics is examined with respect to the relevance they have to the profession and practice of marriage and family therapy.

MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment

Semester Credits: 3 Weeks: 12

Using a relational/systemic perspective, this course will address the traditional psychodiagnostic categories as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The focus of the course content is on the assessment and treatment of major mental health issues outlining the comparison between the psychiatric diagnostic classification system and relational systems-based approaches.

MFT-6101 - Human Development and Family Dynamics Across the Lifespan

Semester Credits: 3 Weeks: 12

This course will include content on individual and family development across the lifespan. The human development course has specific emphasis given to developmentally appropriate and atypical transitions related to common concerns in marriage and family therapy. Students will appraise the issues related to human development and lifespan using a systems-based perspective.

MFT-5106 - Research Methods and Evidence Based Practice

Semester Credits: 3 Weeks: 12

This course provides students with an understanding of clinical research methods and design. In addition, it addresses the relevance of research to students' clinical work. Students will investigate existing research and research methods used in marriage and family therapy, both quantitative and qualitative. Ethical issues and considerations in research will also be addressed, as well as learning to critically evaluate existing research. A primary aim of the course is to help students become evidence-based practitioners.

MFT-5105 - Recovery-Oriented Care and Postmodern Family Therapy

Semester Credits: 3 Weeks: 12

This Master's level course focuses on post-modern models and treatment trends in marriage and family therapy including the philosophy of social constructionism and the narrative, solution focused, and collaborative models, and the recovery model. Course content will enable students to conceptualize and distinguish recent epistemological issues and address contemporary conceptual directions in the field of marriage and family therapy. Students will complete short essays, case studies, and assorted assignments to address a wide variety of presenting clinical problems and issues such as gender and racial diversity and discrimination, feminism, substance abuse, and recovery from mental illness.

MFT-5105CA - Recovery-Oriented Care & Postmodern Family Therapy

Semester Credits: 3 Weeks: 12

This Master's level course focuses on postmodern models and treatment trends in marriage and family therapy including the philosophy of social constructionism and the narrative, solution focused, collaborative models, and the recovery model. Course content will enable students to conceptualize and distinguish recent epistemological issues and address contemporary conceptual directions in the field of marriage and family therapy. Students will complete short essays, case studies and assorted assignments to address a wide variety of presenting clinical problems and issues such as gender and racial diversity and discrimination, feminism, substance abuse, and recovery from mental illness.

MFT-5104 - Treatment Planning and Traditional Family Therapy

Semester Credits: 3 Weeks: 12

This Master's level course provides students with a strong foundation in classic and intergenerational models in the field of Marriage and Family Therapy. To deepen this understanding of these models, the course also focuses on their application through theory-based treatment planning. The course is designed to allow students to gain a deeper awareness of the important relationship between theory and practice through the study and application of theory to client situations. The two primary areas of focus in this course are: 1) understanding the Classic Models of the field and; 2) the development of theoretically consistent treatment plans that include attention to the diversity of influences on family life using therapeutic models that purposefully address such influences.

MFT-5104CA - Treatment Planning and Traditional Family Therapy

Semester Credits: 3 Weeks: 12

This Master's level course provides students with a strong foundation in classic and intergenerational models in the field of Marriage and Family Therapy. To deepen this understanding of these models, the course also focuses on their application through theory-based treatment planning. The course is designed to allow students to gain a deeper awareness of the important relationship between theory and practice through the study and application of theory to client situations. The two primary areas of focus in this course are: 1) understanding the Classic Models of the field and; 2) the development of theoretically consistent treatment plans that include attention to the diversity of influences on family life using therapeutic models that purposefully address such influences.

MFT-5103 - Systemic Evaluation and Case Management

Semester Credits: 3 Weeks: 12

This Master's level course provides an opportunity to review various assessments and evaluations tools utilized by marriage and family therapists for clinical and research purposes as well as an overview of psychological test construction, administration, and interpretation. The course will explore systemic evaluations measures for individuals, couples, and families. Students will examine differences between individually based and systems-based forms of assessment. In addition, students will be invited to consider diversity as one of the fundamental components of a successful and productive evaluation. This course trains students how to conduct a "Needs Assessment" and standard case management methods including identifying and aligning clients with appropriate community resources. Students will identify and visit community resources in their community.

MFT-5103CA - Systemic Evaluation and Case Management

Semester Credits: 3 Weeks: 12

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MFT-5102 - Legal, Ethical and Professional Development in Marriage and Family Therapy

Semester Credits: 3 Weeks: 12

This course focuses on legal and ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy. The course includes content regarding professional identity, including professional socialization, scope of practice, professional organizations, licensure, and certification.

MFT-5101 - Foundations for Graduate Study in Marriage and Family Therapy

Semester Credits: 3 Weeks: 12

Students will complete the course with a better understanding of systems theory concepts and the role of systemic dynamics within diverse populations. This course is also an orientation to Northcentral University and to the essential skills needed to pursue a Master of Arts degree in Marriage and Family Therapy. Graduate-level skills, such as goal building, time management, academic integrity, effective use of the Northcentral Library, the use of APA form and style in professional communication, and critical thinking skills are introduced.

Nursing Education

NUR-7005 - Assessment and Evaluation in Nursing Education

Semester Credits: 3 Weeks: 8

Students will learn evaluation methods used in nursing education curriculum. Content includes norm referenced and criterion referenced evaluation methods. Students will identify criteria used to develop reliable and valid evaluation measures. Students will explore measures used to identify cognitive, affective, and psychomotor domains as they relate to education and nursing. Current issues and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcome measurement in education will be discussed.

NUR-7004 - Teaching with Technology in Nursing Education

Semester Credits: 3 Weeks: 8

Student will learn the importance of reflection on teaching with technology in nursing education in the classroom and clinical settings. The goal of this course is to ensure that students have an understanding of technology tools that can create diverse and meaningful learning experiences for students. The course is designed to examine current technology trends including simulation, online learning, learning management systems, instructional design, web 2.0 tools, computer assisted learning, presentation software, EHRs, and videos. Through discussion and sharing, students refine their skills in using these tools to practice as an educator.

NUR-7003 - Evidenced Based Teaching in Nursing

Semester Credits: 3 Weeks: 8

The student will learn the foundational knowledge in the science of nursing education for developing skills and behaviors for contemporary nursing education practice and scholarship. This course explores current evidence based andragogic practices within the nursing education discipline.

NUR-7002 - The Nurse as Educator

Semester Credits: 3 Weeks: 8

Students will learn the evolving roles of the nurse educator within the context of an ever-changing health care system and educational environment. The focus is on the educator as a teacher, leader, collaborator, mentor, and change agent. The principles underlying the teaching of adult learners will be examined and applied to classroom and clinical settings. It is anticipated that, at the end of the course, the learner will have formulated a personal working philosophy of nursing education.

NUR-7001 - Future of Nursing Education - Challenges for the Educational Leader

Semester Credits: 3 Weeks: 8

Students will learn the future opportunities and challenges in nursing education from the views of a reflective

practitioner. Through the course, learners will discuss regulatory, ethical, and political challenges instructional and supervisory leaders face in nursing education. Also, the learners will focus on how educational leaders explore and act upon challenges and opportunities.

NUR-7000 - Nursing Education Theories and Concepts

Semester Credits: 3 Weeks: 8

Student will learn relevant theories and concepts that are the underpinnings of the profession of nursing, education and other healthcare disciplines. Through the course, students will identify the foundational multidisciplinary concepts applicable to nursing education and future research endeavors. Students will review seminal studies from nursing practice, education and research, as well as from social sciences.

Organizational Leadership

OL-7105 - Leadership in Organizational Change

Semester Credits: 3 Weeks: 8

In this course, students will examine coaching principles and theories along with their applications in leadership roles. This course incorporates the student's experiences and observations regarding leadership from both personal and professional environments. Topics include: competencies for coaches, coaching theories, assessment models, and case study analysis related to coaching.

OL-7104 - Leadership in Nonprofit Organizations

Semester Credits: 3 Weeks: 8

In this course, students gain a deep understanding of the complexity of moral dilemmas through critical analysis and application of ethical principles, as leadership is not an event, but a process that takes time. Interpersonal dynamics operating within an organizational structure and the systemic nature of such structures is examined. Students examine their own ethical profile, and how it impacts their communication with individuals and groups. This process includes oral, print, and electronic communications.

OL-7103 - Theory and Practice of Organizational Leadership

Semester Credits: 3 Weeks: 8

In this course, students will examine leadership theories and their applications in current educational organization settings. Students will assess the definition and study of leadership in an educational organization and how it has developed over time. Student will have the opportunity to reevaluate present and historical leadership models based on educational trends. This course is intended to provide the student a link between theory and application of leadership from a variety of research-based perspectives.

OL-7102 - Leadership Ethics to Attain Organizational Excellence

Semester Credits: 3 Weeks: 8

In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.

OL-7101 - Building Organizational Capacity

Semester Credits: 3 Weeks: 8

There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.

OL-7100 - Conflict Resolution and Mediation**Semester Credits: 3 Weeks: 8**

Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.

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OL-7008B - Executive Leadership in Nonprofit Organizations**Semester Credits: 3 Weeks: 8**

In this course, students will examine the principles and practices of executive leaders in nonprofit organizations. This course incorporates assessing leadership challenges, strategic planning, organizational capacity, fiduciary responsibilities, marketing and communication, and developing a SWOT analysis.

OL-7007B - Leader as Coach**Semester Credits: 3 Weeks: 8**

In this course, students will examine coaching principles and theories along with their applications in leadership roles. This course incorporates the student's experiences and observations regarding leadership from both personal and professional environments. Topics include: competencies for coaches, coaching theories, assessment models, and case study analysis related to coaching.

OL-7005B - Ethical Leadership**Semester Credits: 3 Weeks: 8**

In this course, students gain a deep understanding of the complexity of moral dilemmas through critical analysis and application of ethical principles, as leadership is not an event, but a process that takes time. Interpersonal dynamics operating within an organizational structure and the systemic nature of such structures is examined. Students examine their own ethical profile, and how it impacts their communication with individuals and groups. This process includes oral, print, and electronic communications.

OL-7004B - Theory and Practice of Organizational Leadership

Semester Credits: 3 Weeks: 8

In this course, students will examine in-depth leadership theories and their applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Topics include: leadership principals, ethical leadership, organizational culture, and reflective practice.

OL-7003B - Leadership for Excellence

Semester Credits: 3 Weeks: 8

In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.

OL-7002B - Building Organizational Capacity

Semester Credits: 3 Weeks: 8

There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.

OL-7001B - Conflict Resolution and Mediation

Semester Credits: 3 Weeks: 8

Students must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection, and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.

OL-5103 - Leading Change and Organizational Renewal

Semester Credits: 3 Weeks: 8

In this course, students gain a deep understanding of the complexity of organizational ethics and ethical leadership through critical analysis and research regarding ethical principles. Students will research and evaluate consequences of unethical leadership, and how to build and maintain a culture of ethics. Students will assess ethics as they pertain to the globalization of organizations.

OL-5103 - Leading Change and Organizational Renewal

Semester Credits: 3 Weeks: 8

In this course, students gain a deep understanding of the complexity of organizational ethics and ethical leadership through critical analysis and research regarding ethical principles. Students will research and evaluate consequences of

unethical leadership, and how to build and maintain a culture of ethics. Students will assess ethics as they pertain to the globalization of organizations.

OL-5102 - Applied Research for Organizational Leaders

Semester Credits: 3 Weeks: 8

The Theory and Practice of Organizational Leadership course focuses on theories of leadership as they apply to organizational success. In this course, students will learn about various theoretical and applied leadership theories and practices. Students will also identify theories and practices appropriate for their own use in their own organizations.

OL-5101 - Organizational Capacity

Semester Credits: 3 Weeks: 8

Capacity building, an integral aspect of organizational leadership, involves investing in the right people for the right roles, and implementing the necessary systems to optimize their success. In this course, students will learn theories and best practices having to do with leadership's role in building and maintaining organizational capacity.

OL-5100 - Resolving Conflict

Semester Credits: 3 Weeks: 8

In this course, students will examine the principles and practices of executive leaders in non-profit organizations. This course incorporates assessing leadership challenges, strategic planning, organizational capacity, fiduciary responsibilities, marketing and communication, and developing a SWOT analysis.

OLB-7008 - Executive Leadership

Semester Credits: 3 Weeks: 8

Leadership strategies are often unique to a specific organizational sector (corporate, governmental, not-for-profit, etc.). In this course, students will examine cross-disciplinary leadership theories and strategies for their appropriateness to particular sectors. Students will also examine tactical aspects of leadership useful to particular organizational cultures.

OLB-7007 - Leader as Coach/Consultant

Semester Credits: 3 Weeks: 8

Coaches and consultants (internal and external) have become an important part of organizational reality. In this course, students will examine coaching and consulting theories and application. Students will also explore their skills in adapting their styles to particular organizational contexts, through both effective communication and astute analyses and recommendations.

OLB-7006 - Communicating Change

Semester Credits: 3 Weeks: 8

As change is inevitable in organizations, leaders must learn how to effectively handle and communicate change. Theories and practices related to change typically focus on tactical behaviors or linear approaches for managing change. In this course, students will examine the theories that underpin such approaches. Understanding the role of communication is essential.

OLB-7005 - Ethical Leadership

Semester Credits: 3 Weeks: 8

In this course, students gain a deep understanding of the complexity of organizational ethics and ethical leadership through critical analysis and research regarding ethical principles. Students will research and evaluate consequences of unethical leadership, and how to build and maintain a culture of ethics. Students will assess ethics as they pertain to the globalization of organizations.

OLB-7004 - Theory and Practice of Organizational Leadership**Semester Credits: 3 Weeks: 8**

The Theory and Practice of Organizational Leadership course focuses on theories of leadership as they apply to organizational success. In this course, students will learn about various theoretical and applied leadership theories and practices. Students will also identify theories and practices appropriate for their own use in their own organizations.

OLB-7002 - Building Organizational Capacity**Semester Credits: 3 Weeks: 8**

Capacity building, an integral aspect of organizational leadership, involves investing in the right people for the right roles, and implementing the necessary systems to optimize their success. In this course, students will learn theories and best practices having to do with leadership's role in building and maintaining organizational capacity.

Project Management**PM-8010CAGS - Project Management****Semester Credits: 3 Weeks: 8**

The student will create a comprehensive research project that seeks to create a unique solution to a stated, real or hypothetical defined topic approved by the faculty. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.

PM-7020 - Developing High Performing Teams in a Project Management Environment**Semester Credits: 3 Weeks: 8**

This course focuses on developing high performing teams to mitigate people problems in the project management environment. Students will be assessed on their ability to research, conceptualize, and mitigate human capital problems and issues.

PM-7016 - Managerial Budgets and Project Management**Semester Credits: 3 Weeks: 8**

Budgets provide an accurate measurement of the authorized work physically accomplished plus a status of the management's budget for the completed work. This course presents the budgeting for a project and one tool that can be applied to measure project progress: the Earned Value Management technique. Earned value will be examined in this course as an effective technique to manage project budgets and express project progress.

PM-7012 - Multiple Project Management**Semester Credits: 3 Weeks: 8**

This course provides strategies from industries responsible for management of multiple projects. Students will utilize

multi-project management tools, techniques and methods need to successfully manage allocated resources across various projects. Students will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

PM-7008 - Project Monitoring and Control

Semester Credits: 3 Weeks: 8

In this course students will explore the components of project monitoring and control measures to identify variances from the project plan. Students will assess project monitoring and the controls to be applied from a more theoretical viewpoint. The student will be researching theorists and key implementers in the field. Corrective actions will be formulated in a final assessment project.

PM-7004 - Project Risk Management

Semester Credits: 3 Weeks: 8

This course examines project risk management planning strategies. students will identify, analyze, and suggest responses to processes regarding monitoring and control. Students will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

PM-7000 - Project Procurement Management

Semester Credits: 3 Weeks: 8

Doctoral Learners will examine strategies and materials necessary for a project team to manage procurement processes and issues. The course covers procurement and contracting for products, services, and personnel, as well as legal and ethical implications of procurement and contracting. Students should be able to apply procurement management principles and PMBOK (5th ed) processes to actual contracts and procurement contexts, as well as applying organizational theories to project procurement research.

PM-6020 - Management, Leadership and Team Building in the Project and Program Environment

Semester Credits: 3 Weeks: 8

This course will explore techniques and skills that can mitigate human resource problems in the project and program environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to manage tough human resource issues. Students will examine concepts of leadership and organizational behavior to promote their effectiveness as both project leaders and project managers. Integration of tools and technology such as social media and management of virtual and multi-cultural teams will also be studied.

PM-6016 - Earned Value Project Management

Semester Credits: 3 Weeks: 8

Earned Value is the accurate measurement of the authorized work physically accomplished plus management's budget for the completed work. This course presents the Earned Value technique which has been around for decades. It is discussed in this course as an effective technique to manage projects.

PM-6012 - Management of Multiple Projects

Semester Credits: 3 Weeks: 8

This course presents proven methods from a cross-section of industries for the management of a portfolio of projects. It will demonstrate multi-project management tools, techniques and methods. You will learn how successful businesses manage projects, how they set up multiple project management processes, what technologies are effective and how they allocate resources across various projects.

PM-6008 - Project Monitoring and Control**Semester Credits: 3 Weeks: 8**

In this course, students will explore the components of project monitoring and control measures in project management. Students will monitor project progress in order to identify variances from the initial project plan. Corrective actions will be identified in order to meet project objectives. Students will identify and quantify control concepts, pricing and estimating methodologies in order to incorporate these concepts in to a Quality Management Plan for the project.

PM-6004 - Project Risk Management**Semester Credits: 3 Weeks: 8**

Project risk is an uncertain event or condition that can have either a positive or negative effect on a project's objectives. This course includes the processes concerned with conducting project risk management planning, identification, analysis, mitigation and monitoring and control.

PM-6000 - Project Procurement Management**Semester Credits: 3 Weeks: 8**

Project Procurement Management includes the processes necessary to acquire the materials necessary for the project team to perform their mission. This course includes contract management and the change control processes required to administer contracts or purchase orders issued by project team members.

PM-4000 - Introduction to Project Management**Semester Credits: 3 Weeks: 8**

This course provides an introduction to the discipline of project management. The undergraduate student will explore techniques that managers apply to complete projects on schedule, within budgeted cost, and according to a specified scope. The student will be applying theory and knowledge based on the PMBOK® Guide to Project Management Body of Knowledge. Students will examine the operational framework of project management relating to the specified project and its life-cycle phases. The Signature Assignment for this course will be the development of a Project Management Office (PMO) plan.

Psychology**LS-3010 - Foundations for Undergraduate Study****Semester Credits: 3 Weeks: 8**

This course is an orientation to Northcentral University and to the essential skills needed to pursue an undergraduate degree. Academic skills, such as academic integrity, time management, and effective use of the Northcentral Library are introduced. Students will develop the ability to locate, evaluate, use information in the context of academic and professional activities, and use APA form and style in professional communication. This course highlights personal goals, strengths, and overcoming challenges, and provides a roadmap for students to navigate their way towards completion of their educational aspirations.

PSY-8605 - Evidence-Based Practice in Addictions and Rehabilitation

Semester Credits: 3 Weeks: 12

This course provides an overview of evidence-based practices essential to effective treatment, rehabilitation and sustained recovery for substance use disorders. Emphasized are models of addiction (including biological, psychological, and sociological perspectives); diagnostic criteria and its relevance to treatment; patient placement criteria; and modes and models of addiction treatment. Included is an exploration of clinical trials leading to the use of empirical evidence in treatment modalities and recognition of the significance of maintaining fidelity in the implementation of evidence-based practices. Other considerations include the assessment and treatment of co-occurring disorders, family involvement, multicultural factors and the importance of individualizing care as a means toward relapse prevention and sustained recovery.

PSY-8604 - Addiction Treatment and Special Populations

Semester Credits: 3 Weeks: 12

This course examines the diverse intervention approaches that have been used effectively in special populations, including women, the elderly, veterans, LGBT, and ethnic minorities. Focus will be placed on phases of the therapeutic process from intake/assessment to treatment planning and implementation. The heterogeneity of and within the special populations and the need to ensure appropriate care is provided to this individuals will be emphasized.

PSY-8603 - Advanced Clinical Supervision: Leadership

Semester Credits: 3 Weeks: 12

Prerequisites: PSY -8602

This course explores the advanced skills and expanded knowledge areas necessary for continued development as a clinical supervisor. Topics include the development of a personal model of clinical supervision and its application via practice and/or current supervisory responsibilities. Practical issues that arise in supervision including managing crises and legal dilemmas will be emphasized. The development of leadership and other skills necessary to enhance one's performance in mentoring counselors also will be addressed.

PSY-8602 - Clinical Supervision

Semester Credits: 3 Weeks: 12

This course provides an overview of topics essential to becoming an effective clinical supervisor of addiction counselors. Emphasis is placed on the acquisition of tools and skills necessary to mentor counselors in the development of skills through a positive mentoring relationship. Other topics include the significance of the supervisory relationship, the understanding of models and methods of supervision, as well as relevant issues such as cultural diversity, counselor assessment and ethical responsibilities.

PSY-8601 - Case Management Approaches and Methods

Semester Credits: 3 Weeks: 12

In this course, students will focus on methods and approaches to case management as well as the multifaceted role of the modern case manager. Students will examine the functions of case management within the therapeutic process and identify the responsibilities of case management in evaluation and follow-up in a variety of treatment settings.

PSY-8600 - Integrated Theories of Addiction and Rehabilitation

Semester Credits: 3 Weeks: 12

This course is designed for the advanced practitioner and those with a working history in addiction treatment interested

in learning more about integrated theories of addiction and rehabilitation. Topics to be covered include the history of alcohol and other drug treatment, models and theories of addiction, and neurobiology of addiction with specific focus on a variety of evidenced based approaches. Highlights include a focus on how substances affect the users, the resulting impairments, the recovery process, and how the integration of addiction theory and practices that support rehabilitation.

PSY-8505 - Mental Health and the Courts

Semester Credits: 3 Weeks: 12

The intersection of mental health policy, practice, and the law is complicated. In this course the student will be exposed to psycho-legal concepts such as those involved in the use of behavioral health evidence in courts, therapeutic jurisprudence, juvenile delinquency, child abuse and neglect, competency to stand trial, and personal rights.

PSY-8504 - Psychology and Finance

Semester Credits: 3 Weeks: 12

This course will examine how human psychology influences economic conditions and socio-economic institutions. The student will explore psychological factors, such as fairness, corruption, bad faith, money illusion, confidence, and stories, and how these factors influence the global economy. The student will also examine biases related to financial decision making and economic risk taking as these relate to status-seeking behavior.

PSY-8503 - Evidence-Based Treatments

Semester Credits: 3 Weeks: 12

Evidence-based treatments refer to mental and behavioral health interventions for which systematic and empirical research is provided to assess the effectiveness of treatments. Students in this course will be asked to analyze and evaluate treatment approaches in regards to moral, empirical, and political criteria. Students will also be expected to evaluate and synthesize considerations for "good practice" in the absence of empirical evidence and to appraise and select appropriate instruments for evaluation. An overview of the evidence-based culture will also be explored.

PSY-8502 - Comparative Analysis of Psychotherapies

Semester Credits: 3 Weeks: 12

In this course the student will analyze the complicated issues associated with various contemporary therapies used by behavioral health practitioners. The student will be exposed to core and peripheral elements of the most commonly used approaches to treating minor and major mental illnesses and behavioral challenges. Methods of therapeutic accountability, clinical feedback and outcome monitoring which can be used across all therapeutic approaches will also be examined.

PSY-8501 - Mental Health Administration and Management

Semester Credits: 3 Weeks: 12

Effective development, integration, and maintenance of a mental health organization are necessary in today's market in order to have sustainability. How ideas will be transformed into reality will be reviewed and how an organization adapts to change will also be discussed. Students in this course will be asked to analyze strategic management factors such as how to best create a multidisciplinary team that will coordinate roles within the organization and maximize supervisory capabilities.

PSY-8500 - Mental Health Service Policy

Semester Credits: 3 Weeks: 12

Mental health encompasses an extensive and diverse range of services in the United States including substance abuse,

school-based mental health, and mental health in the criminal justice system. This course will explore these services as well as approaches to identifying persons who suffer from mental illness, treatment settings, and research and evaluation of mental health policy.

PSY-8406 - Multivariate Statistical Analysis

Semester Credits: 3 Weeks: 12

The central theme of this course is the general linear statistical model and its derivative methods including multivariate analysis of variance (MANOVA), MANCOVA, factor analysis, discriminant analysis, cluster analysis, linear modeling, path analysis and structural equation modeling. The course covers theoretical, computational, and interpretive issues of multivariate exploratory and inferential statistical procedures.

PSY-8404 - Consulting in Business, Education, and Health

Semester Credits: 3 Weeks: 12

Consulting in schools, businesses, and mental health settings requires an array of personal skills, knowledge and information, and techniques. In this course you will learn how to develop personal skills and understanding of consulting to give you a basis to develop a successful consulting program.

PSY-8403 - Organizational Development

Semester Credits: 3 Weeks: 12

This course provides an overview of theory, research and practice related to the implementation and management of change in organizations. The role of culture, climate and leadership in planned organizational change is explored.

PSY-8402 - Work Motivation and Attitudes

Semester Credits: 3 Weeks: 12

This course focuses on contemporary theories and research surrounding job attitudes and motivation in the workplace. Strategies for increasing motivation and improving job attitudes, as well as important issues such as diversity, workplace misbehavior, and stress are addressed.

PSY-8401 - Leadership and Management

Semester Credits: 3 Weeks: 12

In this course, students will gain an appreciation of leadership and how it differs from management. Students will approach these topics through a review of literature. Self-assessment on key leadership scales will help the student understand their own profile as leaders, as well as gain additional insight in the characteristics of leaders.

PSY-8400 - Industrial/Organizational Psychology

Semester Credits: 3 Weeks: 12

This overview course focuses on the wide variety of topics found within the field of I/O psychology such as employee selection, training and development, job analysis, and motivation. Key theories, recent research and innovative applications within the field will be addressed.

PSY-8334 - Death and Dying

Semester Credits: 3 Weeks: 12

In this course, students will consider the psychological aspects of death and dying in modern society. Students will also

explore attitudes toward death and theories related to the stages of death and dying, along with coping strategies for dealing with impending death, the aftermath of suicide, and end of life decisions. This course will also address assisted dying, grief, and survivor's guilt.

PSY-8333 - Psychological Practice in Gerontology

Semester Credits: 3 Weeks: 12

This course addresses the psychologist's role in elder care management. Topics to be covered include an overview of psychological assessment and evaluation as applied to aging adults as well as therapeutic techniques and intervention related to elderly on individual, group and family level. Ethical considerations in geropsychology practice also will be discussed. Areas of practice such as clinical settings, government and nonprofit agencies, nursing homes, also will be reviewed.

PSY-8332 - Multicultural Perspectives of Aging

Semester Credits: 3 Weeks: 12

In this course, students will examine multicultural influences on the aging process on individuals. Topics to be covered include attitudes toward aging and well-being, social support, elder care, and end of life issues. Gender and ethnic differences in aging experiences will be discussed. Concerns related to special populations also will be addressed.

PSY-8331 - Aging, Families, and Elder Care

Semester Credits: 3 Weeks: 12

In this course, students will examine the gamut of helping services known as elder care. These services include basic assistance with activities of daily living (ADLs), to rehabilitation care, aging in place, familial caregiving, long-term care and hospice. This course focuses on the concepts, theories and strategies related to the care of older adults. Common concerns related to elder care needs will be discussed including the emotional strains families may face. A key component of the course will be identification of caregiver strategies, including support groups, respite care and other community resources.

PSY-8330 - Mental Health and Aging

Semester Credits: 3 Weeks: 12

In this course, students will review psychological aging and mental health, an area often misunderstood by older adults, family, caregivers and medical professionals. Common mental health issues such as depression, addiction and anxiety faced by older adults will be addressed. Neurological changes, including Mild Cognitive Impairment (MCI) and dementia spectrum disorders, will be examined. Symptoms, assessment, and treatment options for mental health issues in this population are complicated with the presence of other physical problems and associated medications and treatment. Other topics to discuss include risk factors for non-medication compliance, elderly neglect and abuse in residential homes, loneliness and cross culture differences in coping strategies and social support.

PSY-8325 - Gender and Cultural Considerations in Disaster Trauma and Response

Semester Credits: 3 Weeks: 12

This course explores diverse populations and their experiences and reactions to various types of trauma. Among the topics addressed are culturally appropriate and effective community interventions designed to foster resilience.

PSY-8324 - Trauma-informed Interventions with Disaster and Trauma Survivors

Semester Credits: 3 Weeks: 12

Students will examine the theories and techniques related to crisis intervention. The roles, responsibilities, and

functions of crisis counselors as a member of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event also will be reviewed. Note: This is not a counseling course.

PSY-8323 - Trauma-informed Assessment, Risk, and Diagnosis

Semester Credits: 3 Weeks: 12

This course provides a foundation for the assessment and diagnosis of acute and long-term symptoms associated with traumatic experience. Various measurements of post-traumatic stress will be examined. Attention will also be given to identifying individuals at continued risk for traumatic stress.

PSY-8322 - Disaster, Terrorism, and Mass Violence: Impacts on Mental Health

Semester Credits: 3 Weeks: 12

This course reviews human-caused trauma and disaster, including mass shootings, bombings, riots, exposure to biohazards, and acts of terrorism, and their impacts on mental health. It will examine survivor and responder reactions and needs, and introduce strategies to assist individuals in moving on with their lives post-traumatic events.

PSY-8320 - Psychology of Traumatic Stress

Semester Credits: 3 Weeks: 12

Students will identify the different types of trauma and disaster and their antecedents. The neurological implications of traumatic stress will be explored. The history of the field of trauma psychology will be examined. Trauma research and treatment also will be reviewed.

PSY-8310 - Complementary and Alternative Medicine

Semester Credits: 3 Weeks: 8

This course takes an evaluative look at complementary and alternative medicine (CAM) from a health psychology perspective. Evidence-based practice in the application of CAM methods to managing physical health needs will be explored. Strategies and techniques leading to successful treatment outcomes will be assessed. Usage of CAM methods for diverse populations including children, older adults, ethnic groups and other minority populations will be examined. Image description: Complementary and Alternative Medicine can take many forms. This image depicts an open journal with flowers, a lemon, and various spices and herbs. Certain herbs and spices have medicinal properties and have been used over the years to treat various ailments. Some will also keep a journal to notate treatment plans and which treatments did or did not work. This information is helpful for working with your doctor and others on your care team.

PSY-8309 - Eating Disorders and Obesity

Semester Credits: 3 Weeks: 8

This course surveys topics related to eating disorders and obesity, including etiology, assessment, diagnosis, treatment, and prevention. Specific focus is given to the dispositional, social, and cultural factors associated with the development and maintenance of disordered eating patterns. Implications for psychological and physical health are examined.

PSY-8308 - Behavioral Nutrition

Semester Credits: 3 Weeks: 8

Behavioral nutrition investigates the relationship between healthy diet and behavior. In this course, you will learn about what constitutes good nutrition, malnutrition, and under-nutrition. The physiological impact of nutrition will be examined. Psychosocial factors influencing nutrition and behavior will be reviewed.

PSY-8307 - Psychosocial Factors in Health

Semester Credits: 3 Weeks: 8

The body-mind connection is a well-researched topic in the field of medicine and psychology. This course will help the student become aware of the body of research surrounding the impact of behavior, personality, and social factors on physical health. Further, it will explore how diversity issues, such as gender, age, and ethnocultural factors influence health-related behaviors.

PSY-8306 - Health Psychology

Semester Credits: 3 Weeks: 8

This doctoral-level course examines psychological influences on physical health and well-being. Key topics to be explored include health behavior change, diversity in healthcare, social support, chronic illness management, illness prevention, and wellness. The role of health psychologists will be discussed, including how they contribute to healthcare policy.

PSY-8206 - Sex, Sexuality, and Power Dynamics

Semester Credits: 3 Weeks: 12

In this course, students will address topics such as domestic and sexual violence, sexual exploitation, sexual assault, rape and sexual abuse, human sex trafficking, prostitution, and pornography. The course will also examine the work in prevention and treatment, and highlight ways to empower survivors of sexual trauma. Public policy efforts to prevent sexual violence and address sexual trauma will be explored.

PSY-8205 - Psychology and the Gay, Lesbian and Bisexual Population

Semester Credits: 3 Weeks: 12

This is a doctoral-level course focuses on advanced issues in psychotherapy and counseling with individuals who identify as Gay, Lesbian, or Bisexual (GLB). This course also explores clinical models, family function and dynamics, ethical principles, and counseling techniques.

PSY-8204 - Psychological Aspects of Gender Variance

Semester Credits: 3 Weeks: 12

This is a doctoral-level course with a comprehensive focus on ethical, appropriate psychotherapy and counseling across the lifespan with individuals that identify as gender variant. The course addresses clinical competencies, theoretical approaches to understanding gender variance, and treatment modalities with both children and adults. The course assumes a basic working knowledge of the current thinking on transgender issues.

PSY-8203 - Psychology of Gender

Semester Credits: 3 Weeks: 12

In this doctoral-level course, students will think critically about the way in which gender is understood from various perspectives. Students will explore the difference between sex and gender, and how gender impacts relationships and communication. Changing gender roles and gender roles in diverse cultures will also be important points. Students will have the opportunity to learn about these topics, as well as to apply and to reflect on these important issues.

PSY-8201 - Dynamics of Family Interaction

Semester Credits: 3 Weeks: 12

This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.

PSY-8200 - Sexual Issues**Semester Credits: 3 Weeks: 12**

This is a doctoral-level comprehensive course focusing on physiological, psychological, and social cultural variables associated with sexual identity, psychological, cultural, and biological aspects of human sexuality, including an overview of psychosexual development, cultural and individual variations, gender identities and roles, and legal aspects.

PSY-8141 - Human Communication- Interviewing Skills**Semester Credits: 3 Weeks: 8**

Students in this course will learn, practice, and develop core communication skills that are essential to interviewing in the helping professions. As this is a practice-oriented course, students who plan to use interviewing techniques in their current or future professions will gain experience in essential communication skills such as listening to clients, clarifying concerns, and facilitating appropriate actions. Those students will benefit most from this course who are either currently in a helping profession capacity where interviewing is applied, or who are able to practice their skills as interns or in other settings.

PSY-8140 - Community Psychology**Semester Credits: 3 Weeks: 8**

This course focuses on the theories, research findings, and applications of community psychology. Relationships between environmental conditions and culture and the development of the health and well-being of all members of a community are also examined. Students will examine key concepts, principles, and values of community psychology. The theoretical frameworks in peer-reviewed research will be examined, assessed, and synthesized.

PSY-8139 - Positive Psychology**Semester Credits: 3 Weeks: 8**

This course examines the historical and theoretical perspectives of positive psychology. The emphasis includes a scientific investigation of the latest research of positive psychology focusing on subjective well-being, positive emotions, strengths, resilience, post-traumatic growth, grit, and growth mindset. You will explore how positive psychology is being implemented in the home, workplace, education, and in clinical settings. You will evaluate the challenges faced by the positive psychology field and the potential evolution of this branch of psychology.

PSY-8137 - Biopsychology**Semester Credits: 3 Weeks: 8**

This course takes a biopsychological perspective on key issues in behavior and mental health such as sex and gender, obesity, substance addiction, knowledge, cognition, and learning. The latest research and ethical issues in neuropsychology, such as neurogenesis, degeneration, regeneration, and the relation of adverse childhood events on brain structure and functioning will also be explored.

PSY-8134 - Psychopharmacology

Semester Credits: 3 Weeks: 12

This doctoral-level course presents an overview of psychopharmacology, alternative therapies, and principles that focus on helping to identify those individuals who can benefit from the use of pharmacologic intervention, as well as useful methods of evaluating treatment efficacy. Research on neurophysiology, and biologic actions and side effects of psychopharmacological and alternative agents will be reviewed. DSM-5 is used for disorder classifications throughout this course. This course may serve as a foundation for further study for individuals planning to prescribe or consult, within their scope of practice, as a non-physician mental health professional.

PSY-8129 - Organizational Training and Development**Semester Credits: 3 Weeks: 12**

This course provides an in-depth look at how organizations train and develop associates. Topics include how training content is developed, how content relates to organizational strategy, the importance of needs assessment, effective training evaluation, and appropriate instructional methods. Fundamental psychological theories impacting organizational training and development are highlighted.

PSY-8128 - Stress and Coping**Semester Credits: 3 Weeks: 12**

This doctoral-level course provides a comprehensive overview of the theoretical foundations and empirical research on the psychological, physiological, and environmental nature of stress. The impact of acute and chronic stress is examined and emphasis is given to various approaches to stress management.

PSY-8127 - Group Psychology**Semester Credits: 3 Weeks: 12**

Students will examine and apply theories related to the structure and processes of groups in multiple settings. The interactive nature of influence between a group and its members, leadership, power, and decision making are only a few of the important topics students will study. Students will examine research and apply theories to group case studies.

PSY-8125 - Psychology of Perception**Semester Credits: 3 Weeks: 12**

This doctoral-level course will introduce the student to the research into the psychoneuroanatomy of human perception, including vision, audition, tacton, olfaction, and gustation. An extension of physiological psychology, psychology of perception delves into the finer points of the cognitive, motor, and limbic inputs that derive from normal and abnormal human sensory perception. The course also helps the student to understand mind-body/body-mind processes through more definitive models of behavior.

PSY-8123 - Theories of Psychotherapy and Counseling**Semester Credits: 3 Weeks: 12**

In this course, students will learn the integral approach to theories of psychotherapy and counseling, integrating multiple theories and approaches to be able to serve the multiple needs of a multifaceted, multicultural clientele. Rather than learning a collection of theories, students will understand how various theories complement each other, and how each contributes to a fuller understanding of the human being. Throughout the course, students will apply and reflect on their learning to develop their own integral, comprehensive approach to this fascinating topic.

PSY-8122 - Career and Lifestyle Development

Semester Credits: 3 Weeks: 12

This doctoral-level course focuses on the theory, application, and skills needed to provide basic career and lifestyle counseling. The developmental and longitudinal changes people experience across the life span are critical to vocational planning. Information covered includes a survey of career development theories and research, career choices, service delivery models, assessment, application of counseling skills, life transition points, educational and career resources, needs of special populations, and professional issues.

PSY-8121 - Psychology of Aging

Semester Credits: 3 Weeks: 12

This doctoral-level course deals with the biological and psychological changes that occur within adults over time (intra-individual changes) and the extent to which these changes occur at different rates among different individuals (inter-individual differences). Current research will be examined.

PSY-8120 - Child and Adolescent Psychology

Semester Credits: 3 Weeks: 12

This course explores human development from conception through adolescence. Through reading, research and interaction with fellow students and faculty, this course provides opportunities to experience concepts and theories of healthy cognitive, emotional, and social experiences that can be carried into adulthood. Prevention, effects and recovery from unhealthy experiences will be addressed.

PSY-8119 - Adult Psychopathology

Semester Credits: 3 Weeks: 12

This course addresses the way psychopathology is conceptualized, as well as how adult psychopathology is diagnosed. Students will make critical appraisal of current diagnostic systems and consider the cultural and social contexts of psychopathology.

PSY-8117 - Life Coaching

Semester Credits: 3 Weeks: 12

This doctoral-level course outlines the profession of life coaching and is designed for individuals who have taken previous upper level courses in psychology and are interested in understanding the fundamentals of the coaching profession. During this course, students review coaching ethics, standards, interview skills, communication, strategies and tools, motivation and inspiration, problem solving, goal setting, and life design. This course is ideal for individuals who are interested in completing a full certified coaching program.

PSY-8116 - Group Therapy

Semester Credits: 3 Weeks: 12

Group work, including group counseling, group therapy, and other type of change-oriented groups, involves special dynamics and processes and requires specific leader behaviors and characteristics. In this course, the student will examine, apply, and analyze these factors of group work. Videotapes of group therapy sessions conducted by expert and beginning therapists will form a basis for learning.

PSY-8115 - Family Systems Approaches to Addiction

Semester Credits: 3 Weeks: 12

This course provides an overview of family systems approaches to addiction. Course material addresses addiction with

respect to etiology, intervention, assessment, diagnosis, and treatment from a family systems perspective. In addition, the course explores how multicultural systemic issues influence family systems approaches to dealing with addictions.

PSY-8114 - Co-Occurring Disorders

Semester Credits: 3 Weeks: 12

This doctoral-level course is designed as a comprehensive overview of co-occurring disorders (sometimes termed dual diagnosis). This course explores several mental disorders that commonly co-occur with substance use disorders. Students will focus on current research and diagnostic criteria (found in the current edition of the Diagnostic and Statistical Manual of Mental Disorders). Primary and secondary differential analysis, assessment, intervention, and treatment will be addressed along with legal, ethical, and cultural considerations.

PSY-8113 - Addiction and Related Disorders

Semester Credits: 3 Weeks: 12

This doctoral-level course is designed as a comprehensive overview of research in addictions and related behaviors. This course presents information on addiction, related disorders, and their associated compulsive behaviors by identifying clinical syndromes associated with substance use disorder, eating disorders, and gambling disorder. In addition, this course explores other compulsive disorders such as sex addiction, workaholism, and compulsive buying. These disorders and compulsive behaviors will be analyzed through a series of case buying. These disorders and compulsive behaviors will be analyzed through a series of case studies, while identifying DSM criteria that are associated with these disorders. This course also examines etiological theories, screening tools, assessment processes, and treatment interventions as well as their co-occurrence with each other or with other psychiatric disorders.

PSY-8112 - Addiction Assessment and Treatment Planning

Semester Credits: 3 Weeks: 12

This course provides an overview of addiction assessment and treatment planning. Course materials address addiction assessment testing, biopsychosocial interviewing, the Addiction Severity Index (ASI), multi-axial diagnosis, treatment placement based on the ASAM Patient Placement Criteria, and treatment planning.

PSY-8111 - Clinical Survey of Substance Abuse and Dependence

Semester Credits: 3 Weeks: 12

In this course, students will focus on the dynamics of substance abuse and dependence including illegal and prescription drugs, alcohol, and marijuana. Students will gain a basic understanding of the psychopharmacology of substance use and abuse, and explore the physiological and psychological processes of dependence. In addition, students will explore the interrelatedness of substance abuse with various factors in the individual, the family, and the society.

PSY-8110 - Psychology of Violence

Semester Credits: 3 Weeks: 12

Incidences of violence range from interpersonal violence including domestic violence/spousal abuse to workplace violence to worldwide terrorism. In this course, students will become aware of the causes of violence, the impact on victims of violence, and programmatic attempts to reduce violence. Students will explore current research regarding violence and learn prevention and treatment strategies to use in both professional and personal settings.

PSY-8103 - Cognition, Emotion, and Motivation

Semester Credits: 3 Weeks: 12

This doctoral-level course examines the critical concepts of emotion, motivation, and cognition. Topics to be explored include biological, cognitive, cultural, and social influences on emotional development and behavior. The importance of motivation on emotion will be reviewed. The relationship between emotion and cognition will be evaluated as will the concept of emotional intelligence. Emotions and their impact on mental health also will be discussed.

PSY-8101 - Multicultural Psychology**Semester Credits: 3 Weeks: 12**

This doctoral-level course is designed to increase awareness of multicultural issues in psychology, including some issues of social diversity, with a focus on theoretical models, research, and techniques and interventions for working with culturally diverse populations in various settings from therapy to the workplace. .

PSY-8100 - Theories of Personality**Semester Credits: 3 Weeks: 12**

This course reviews the various theoretical perspectives that have attempted to define and assess personality. Students will trace modern psychology's efforts to explain differences in individual personalities as well as identify universal characteristics. Finally, students will analyze and compare various concepts regarding personality and assess their application in understanding why people act in the manner that they do.

PSY-7115 - Tests and Measurements in Industrial/Organizational Psychology**Semester Credits: 3 Weeks: 12**

This doctoral-level course will introduce the student to psychological test construction, administration and interpretation as well as current research in the area. Commonly used tests to assess cognition and personality will be studied.

PSY-7112 - Research Design Planning**Semester Credits: 3 Weeks: 8**

This course focuses on how to conduct effective literature searches, specifically in preparation for the dissertation, develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and critically review and write about underlying theoretical frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an extensive search of the peer-reviewed empirical and theoretical literature in their topic area and identify potential areas of inquiry for their dissertation.

PSY-7111 - Advanced Qualitative and Quantitative Analysis and Design**Semester Credits: 3 Weeks: 8**

The purpose of this course is to acquire deeper knowledge of the quantitative and qualitative designs. The focus is on active learning to develop applied research skills that will help you in design development, data collection, and data analysis reporting phases. During the course, you will also examine how your research reflections and analysis are grounded in the empirical literature.

PSY-7110 - Introduction to Quantitative and Qualitative Methods**Semester Credits: 3 Weeks: 8**

This course will provide a foundation for knowledge of quantitative and qualitative research methods used in the social sciences, including psychology. Knowledge of research methods is essential both for successful completion of the dissertation and for being a skilled consumer and creator of scholarly knowledge in your field. Topics explored will

include the purposes of the two basic research methods (quantitative and qualitative), the nature of multiple research designs within each method, analytic strategies used within each method, factors in quality research within each method, and ethical issues in research methods. Scholarly writing and appropriate use of the scholarly literature will also be reinforced through all topics. This course is intended to provide a broad understanding of research methods to support deeper exploration and application using more refined resources in future courses.

PSY-7107 - Statistics II

Semester Credits: 3 Weeks: 12

This course is an intermediate examination of statistical analyses commonly used for research in behavioral and health sciences. It prepares the doctoral student with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic) basic ANOVA and advanced ANOVA techniques.

PSY-7105 - Tests and Measurements

Semester Credits: 3 Weeks: 8

This doctoral course in tests and measurements provides the student conceptual as well as practical guidelines in test and scale construction. This course will expose the students to concepts and theories including: the nature of psychological constructs and concepts, measurements and measurement error, item construction and analysis, Classical Test Theory, and the different approaches to establishing instrument reliability and validity. Students will have the opportunity to apply the skills and concepts to a construct relevant to their own research interests.

PSY-7104 - Statistics I

Semester Credits: 3 Weeks: 12

This course provides an introductory exploration of statistics for the graduate student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in psychology, and also more generally, developing a working knowledge of statistical usage in everyday life.

PSY-7103 - Research Methods

Semester Credits: 3 Weeks: 12

This doctoral-level course focuses on the fundamentals of quantitative, qualitative, and mixed methods approaches to psychological research. Students gain an understanding of the strengths and limitations of each approach, and how these methods apply to a research topic. The concepts of critical evaluating, published research, research ethics, and developing a research proposal will also be explored and practiced. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University.

PSY-7102 - Scholarly Writing and Professional Communication in Psychology

Semester Credits: 3 Weeks: 8

This course focuses on scholarly and academic writing with an overarching goal of critically analyzing and thoughtfully synthesizing research findings while adhering to APA style and the principles of Academic Integrity. The emphases in this course are on how to (a) conduct effective literature searches; (b) critically review and summarize research studies; (c) write comprehensive, critical, and synthesized reviews of research literature; (d) formulate ideas and convey them in an ethical fashion; and (e) use feedback to revise and improve one's work.

PSY-7101 - Foundations for Doctoral Study in Psychology

Semester Credits: 3 Weeks: 8

Students in this course will be prepared for success in the psychology doctoral program at Northcentral University. Students are introduced to relevant academic communities, professional standards, and doctoral-level expectations. Essential skills needed to pursue a doctoral degree in psychology are emphasized, including critical thinking, comprehending complex scholarly texts and research articles, and effective written communications. Students will identify and begin to explore potential research topics for use in their doctoral studies and complete the course with a roadmap to navigate their way to degree completion.

PSY-7014 - Social Psychology

Semester Credits: 3 Weeks: 8

In this course, you will examine the social aspect of human behavior. In particular, you will analyze core social motives that have evolved to ensure human survival, and how these are applied in the social situation. You will closely examine theory and research in key areas of social psychology such as attitudes, bias, social influence, aggression, pro social behavior, and the social nature of the self.

PSY-7013 - Human Development and Functioning

Semester Credits: 3 Weeks: 8

In this doctoral-level course, students will study human development and functioning. Students will engage in a variety of activities and applications through which they will explore theories and research of physical, cognitive, and psychosocial development across the lifespan. Students will also develop an appreciation of ontological, epistemological, and methodological issues within the field of developmental science.

PSY-7012 - Professional Ethics, Law, and Psychology

Semester Credits: 3 Weeks: 8

This doctoral-level course examines legal and ethical issues as they relate to the profession of psychology. Students will review basic principles of ethics, how ethics are applied in professional settings, and specifically, how various ethical challenges present themselves in the practice of psychology. Ethics scenarios common to practice settings, teaching, and consulting are explored.

PSY-7011 - History and Systems of Psychology

Semester Credits: 3 Weeks: 8

This doctoral-level course surveys the development of modern psychology. Students will be presented with a thorough introduction to the philosophical underpinnings and theoretical progression of the study of the mind and behavior. Key theorists and schools of psychology will be reviewed, and their influences on contemporary psychology will be examined.

PSY-6425 - Survey Methods and Organizational Behavior

Semester Credits: 3 Weeks: 8

This course covers development and usage of organizational surveys and related topics, such as attitude measurement, job satisfaction, and the evolving uses of surveys in organizations. Students will examine the challenges faced by consultants in designing and implementing organizational surveys, such as potential sources of bias, respondent recruitment, data collection methods, and ethical issues related to privacy.

PSY-6423 - Training and Evaluation

Semester Credits: 3 Weeks: 8

In this course, students will develop an understanding of employee development and performance improvement by examining methods of workforce training and program evaluation in organizations. Topics include adult instruction strategies, competency modeling for professional development, job retraining, skills-gap and needs analysis, return on investment, transfer of training, and organizational change. The role of training in organizational health will be highlighted and emerging trends in training methods for a global, virtual workplace will be discussed.

PSY-6422 - Work Motivation and Employee Engagement

Semester Credits: 3 Weeks: 8

This course reviews motivational theories and evaluates their application to employees and groups within the workplace. Aspects of employment engagement to be covered include job enrichment, employee voice, employee empowerment, and employee satisfaction.

PSY-6421 - Psychology of Leadership

Semester Credits: 3 Weeks: 8

Students in this course will examine leadership in the modern global workplace, emphasizing the elements of a good leader. Trait, behavior, contingency, and contemporary theories of leadership and management will be explored. Legal and ethical/moral issues as well as gender and sociocultural challenges will also be highlighted throughout the course. Additional topics include: leadership skill development, managing conflict, developing a leadership vision, leading groups and teams, and leadership versus management. Students in this course will gain an understanding of their own leadership style and improve their leadership self-awareness.

PSY-6415 - Capstone Course: Industrial/Organizational Psychology

Semester Credits: 3 Weeks: 8

The Capstone course in Industrial/Organizational Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Industrial/Organizational Psychology.

PSY-6414 - Small Group Theory and Team Processes

Semester Credits: 3 Weeks: 8

This course examines the small group and team processes in the workplace. Topics include team development, effectively leading teams, the establishment of group norms and goals, group problem solving and decision making, and resolving group conflict. Both research and application of concepts are highlighted.

PSY-6402 - Applied Statistics

Semester Credits: 3 Weeks: 8

This course provides an introduction to descriptive statistics, hypothesis testing, confidence intervals, margin of error, and the visual representation of statistical data. The emphasis in this course on developing a conceptual knowledge of how statistics are used in psychological research, applied psychology, and everyday life. The student will learn about many of the commonly used statistical tests in psychological research such as t-tests, ANOVA, correlation, regression,

and chi-square along with their interpretation. The application of these concepts to experimental psychological research, applied psychology, and everyday life will be explored in this class.

PSY-6401 - Industrial/Organizational Psychology

Semester Credits: 3 Weeks: 8

This course focuses on how psychological principles are applied in work settings. An evaluation of current models and theories used in Industrial/Organizational (I/O) Psychology will be explored. Research methodologies as well as the history of I/O psychology will be investigated. Key concepts include teamwork, work motivation, and job analysis.

PSY-6304 - Coaching for Health and Wellness

Semester Credits: 3 Weeks: 8

This course focuses on evidence based approaches for coaching others in the prevention of illness, promotion of health, and living optimally with chronic illness. Key processes such as goal setting, identification of obstacles, and use of personal support systems will be addressed.

PSY-6301 - Health Psychology

Semester Credits: 3 Weeks: 8

This course considers the biopsychosocial model of health and how it interacts with important issues in health such as primary prevention and change. Specific cognitive behavioral change approaches, communicating with diverse groups in health care and psychological factors in chronic and end state diseases are addressed in this course.

PSY-6206 - LGBTQ Affirmative Psychology

Semester Credits: 3 Weeks: 8

This course addresses the full spectrum of human sexuality and the individual's development of sexual and gender identities. Identities that intersect with sexuality such as sex and race will be examined in the context of sexual orientation and across cultures and history. This course will also explore gay-affirmative treatment modalities and historical developments relevant to this population.

PSY-6205 - Capstone Course: Gender Diversity Studies

Semester Credits: 3 Weeks: 8

The Capstone course in Gender and Diversity Studies is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Gender and Diversity Studies.

PSY-6203 - Introduction to Gender Variance

Semester Credits: 3 Weeks: 8

This course offers a comprehensive biological, social and psychological focus on psychotherapy and counseling with individuals who identify as gender variant and their families. Assessment and treatment are presented through a nonpathologising lens that allows for ethical and competent treatment of the myriad of individuals who identify as members of the transgender community.

PSY-6202 - Psychology of Gender

Semester Credits: 3 Weeks: 8

This course addresses the full spectrum of human sexuality and the individual's development of sexual and gender identities. Identities that intersect with sexuality such as sex and race will be examined in the context of sexual orientation and across cultures and history. This course will also explore gay-affirmative treatment modalities and historical developments relevant to this population.

PSY-6201 - Psychology of Sex and Sexuality**Semester Credits: 3 Weeks: 8**

In this course, students will examine dimensions of human sexuality from physiological, psychological, social and cultural points of view. Topics include an overview of psychosexual development, cultural and individual variations, gender identities, and gender roles.

PSY-6121 - Theories of Psychotherapy and Counseling**Semester Credits: 3 Weeks: 8**

This course examines major research in the social psychology of groups. Topics such as group dynamics, formation, structure, performance, leadership, conflict, intergroup relations, and change, will be addressed and analyzed. Please note that this is not a clinical course, and does not address the therapeutic functioning and conduct of groups.

PSY-6120 - Temperament and Emotions**Semester Credits: 3 Weeks: 8**

Theory and research on emotions point to the role of emotions as an evolving survival mechanism. In this course, you will explore the relation between emotions, physiology, and cognition, and the cultural contexts in which emotions occur. After examining the characteristics of different emotions, you will explore their role in the development of personality and in overall mental health and illness. Finally, you will consider how emotions may need to evolve to meet the demand of the future.

PSY-6117 - Psychology of Trauma**Semester Credits: 3 Weeks: 8**

In this course, you will consider trauma as a threat to the meaning system of individuals, a threat that occurs in a cultural and ethnic background and has different meanings for diverse individuals. You will consider how individuals can prevent or prepare for traumatic events, the special situation of trauma in the military, and the role of meaning reconstruction in trauma recovery.

PSY-6116 - Psychology of Prejudice & Discrimination**Semester Credits: 3 Weeks: 8**

This course is designed as a comprehensive, research-based overview of the major theories of prejudice, stereotyping, and discrimination. It involves a psychological analysis of different forms of prejudice and discrimination, including racism, sexism, and ageism. The development, maintenance, and prospects for reduction of prejudice and discrimination against minority groups are studied.

PSY-6115 - Psychology of Learning**Semester Credits: 3 Weeks: 8**

This course addresses learning and learning theory in a variety of contexts. Basic learning principles are explained, including behaviorist and cognitive approaches. Learning is considered as it impacts behavior change and as it takes

place in the classroom, in problem solving for community or civic problems, and in electronically mediated social learning. The special ways that learning occurs in later ages are also examined.

PSY-6114 - Psychological Tests and Measurements

Semester Credits: 3 Weeks: 8

This course provides students with a fundamental background in assessment and measurement as well as the ability to evaluate the psychometric strengths and weaknesses of individual psychological tests and measurements, using both conceptual and applied. This course focuses on psychometric principles (e.g. validity and reliability), test and items analysis, test construction, and applications of psychological testing in a wide variety of settings.

PSY-6111 - Death and Dying

Semester Credits: 3 Weeks: 8

This course focuses on psychosocial, cultural, behavioral, and ethical issues related to death and dying. Topics include attitudes toward and preparation for death, hospice and palliative care, and end of life decisions. The importance of religion, rites, and rituals in grieving will be discussed. The types and expression of grief throughout the lifecycle also will be examined.

PSY-6110 - Clinical Survey of Substance Abuse and Dependence

Semester Credits: 3 Weeks: 8

This course will cover the broad scope of substance use and dependence, and its impact on individuals, families, and society. This includes the costs of substance misuse in terms of lives lost, health problems, and financial losses. Students will explore theories and models of both etiology and treatment of substance use disorders, including the exploration of a variety of both legal and illicit substances, as well as the physiological and psychological processes of dependence. Prescription drug abuse, abuse of over the counter (OTC) drugs, and dietary supplements will also be covered, and gender and diversity issues are highlighted.

PSY-6109 - Career and Lifestyle Development

Semester Credits: 3 Weeks: 8

This course focuses on the theory and skills needed to provide basic career and lifestyle counseling. During this course, students will explore the importance of careers and lifestyle from a developmental point of view. Research and measurement, which are key to career counseling, will also be evaluated, as well as various career counseling strategies and ethics required in this field. The students will have the opportunity, using scenarios and pilot proposals to exercise skills in career counseling.

PSY-6107 - Adult Psychopathology

Semester Credits: 3 Weeks: 8

This course explores the concept of psychopathology and perspectives on what distinguishes mental health from mental illness and how research and assessment is applied to this field. Various diagnostic categories will be examined as well as the origins, prevention, and interventions related to psychopathology.

PSY-6105 - Capstone Course: Psychology

Semester Credits: 3 Weeks: 8

The Capstone course in Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of

research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Psychology.

PSY-6104 - Positive Psychology

Semester Credits: 3 Weeks: 8

The course focuses on the positive psychology principles of positive subjective experience, positive traits, and positive institutions. It is an emerging shift within the field of psychology. The emphasis includes a scientific investigation of the latest research of positive psychology focusing on positive human strengths such as optimism, gratitude, hope, and justice. The course offers an opportunity for theoretical exploration and practical application.

PSY-6103 - Human Communication: Interviewing Skills

Semester Credits: 3 Weeks: 8

Verbal and nonverbal communication and listening skills, as well as the ethics that apply to communication are covered in this course. Communication in the workplace, between couples, and across cultures are also key topics of this course. The student will think critically about what makes public speaking influential and also study the cutting edge in communication, electronic mediated communication.

PSY-6102 - Multicultural Psychology

Semester Credits: 3 Weeks: 8

This course prepares the student to deal with essential issues in a multicultural society from both an individual and professional standpoint. Topics to be covered include the emergence of multicultural psychology, considerations for psychological research and testing, and how multiculturalism promotes a plurality of world views and communication styles. The formation and impact of stereotypes and prejudices in the light of establishing and maintaining a cultural identity in a multicultural society will also be examined. Finally, the student will become familiar with differences in access and views on physical and mental health services in different cultures.

PSY-5404 - Tests and Measurements in Industrial/Organizational Psychology

Semester Credits: 3 Weeks: 8

This course introduces students to the basic theories, applications, and issues of psychological testing and assessment. Students will review the historical, professional, and legal context of utilizing tests and measurements in Industrial/Organizational Psychology. Specifically, students will explore the purpose, development, application, and evaluation of psychological tests as applied to employee selection, placement, and performance appraisal. Students will also examine special topics related to use of psychological tests in the workplace, including: the merits of cognitive ability, personality, and vocational testing, technological advancements in testing, and the testing of special populations.

PSY-5303 - Behavioral Nutrition

Semester Credits: 3 Weeks: 8

This course introduces the student to evidence-based knowledge on the interaction between nutrition, behavior, and mental health. Various theoretical perspectives on nutrition and health-related behavior change will be introduced. Key behavioral nutrients are identified and the current research on how these nutrients interact with brain functioning and mental health will be assessed. Ethical issues in applying sound scientific knowledge on behavioral nutrition to diverse gender, ethno-cultural and age groups will also be addressed.

PSY-5302 - Stress and Coping

Semester Credits: 3 Weeks: 8

This course examines sources, manifestations, and coping models for stress. A special emphasis is put on the role of thought and cognition in mediating stress. Students will develop an array of tools for dealing with stress in themselves and others.

PSY-5110 - Applied Statistics**Semester Credits: 3 Weeks: 8**

This course introduces the graduate student to the calculation, use, and interpretation of descriptive statistics and inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts and helping students to understand statistical methodologies used in psychology, and, more generally, to develop a working knowledge of statistical usage in everyday life.

PSY-5109 - Theories of Personality**Semester Credits: 3 Weeks: 8**

In this course, students will examine, compare and contrast key personality theories. Drawing on classic and contemporary sources, students will consider Freudian, post-Freudian, behaviorism, and social learning theories. Students will also examine more contemporary theories on personality, such as those put forth by cognitive, humanistic, and positive psychology.

PSY-5108 - Cognitive and Affective Basis of Behavior**Semester Credits: 3 Weeks: 8**

This course will examine the foundational theories related to cognitive and emotional influences on behavior. Themes to be traced will include process and application of memory, perception, language, problem-solving, decision-making, and creativity. The course will examine how emotion impacts cognition as well as the interactive characteristics of human cognition and affective functioning.

PSY-5107 - Research Design**Semester Credits: 3 Weeks: 8**

The focus of this course is on the fundamentals of quantitative, qualitative, and mixed methods approaches to psychological research. Students will gain an understanding of the strengths and limitations of each approach, and how these methods apply to the student's area of research interest. This course also provides students with background on research ethics and skills in conducting literature reviews and scholarly writing.

PSY-5106 - Biopsychology**Semester Credits: 3 Weeks: 8**

Biopsychology explores the relation between the function and structure of physiology, especially the brain, and psychological functioning. This course examines the divisions in biopsychology, how the brain grows, what causes it to be damaged, and how it can regenerate or be repaired. Ethical considerations related to research and developments in neuropsychology and applications of the findings of biopsychology to improve the human condition will also be raised.

PSY-5105 - Social Psychology**Semester Credits: 3 Weeks: 8**

This course is an overview of social psychology. Specifically, this course will explore how others affect an individual's perceptions, thoughts, emotions, and behavior. We will examine current research as well as historical social psychological concepts, and explore how social psychological constructs impact one's world.

PSY-5104 - Theories of Human Development and Functioning

Semester Credits: 3 Weeks: 8

In this course, the student will study human development from conception through late adulthood. Students will engage in a variety of activities and applications through which they will explore, understand, and reflect upon key theories and concepts related to physical, cognitive, and psychosocial development across the lifespan. Students will develop an appreciation of the impact of the cross-disciplinary importance of the study of human development.

PSY-5103 - Professional Ethics, Law, and Psychology

Semester Credits: 3 Weeks: 8

This course examines legal and ethical issues as they relate to the profession of psychology as practiced in any and all settings. Course content includes standards of practice, state licensing and practice regulations, research requirements, and professional ethics codes. This course is required for all graduate students in psychology. Students are encouraged to consider the issues from the perspective of their own specialty and interest, and to complete their assignments from their perspective of interest.

PSY-5102 - History and Systems of Psychology

Semester Credits: 3 Weeks: 8

This course presents a history of psychology beginning with the early Greeks to the modern era. It shows how philosophy combined with developments in natural science and experimental physiology to form the major schools of psychology today. Developments in the fields of psychology will be assessed in the context of the cultures and the times in which they occurred. Psychological theories, knowledge of important individual and events, and critical thinking are emphasized.

PSY-5101 - Foundations for Graduate Study in Psychology

Semester Credits: 3 Weeks: 8

This course is an introduction to graduate studies in Psychology. Students will have an opportunity to review psychological theories, ethical principles, and history of the field, including the emergence of diversity in the field of Psychology. In addition, graduate level skills, such as academic integrity, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and use of APA form and style in professional communication will be introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

PSY-4500 - Capstone in Psychology

Semester Credits: 3 Weeks: 8

Prerequisites: Completion of all required PSY courses

This Capstone Course in Psychology represents a culmination of the student's undergraduate learning. Students will integrate their knowledge and professional growth through an examination of psychology's history, current status, and future directions. They will plot the development of psychology as a science in relation to other important historical and cultural developments. Students will also review their own progress in psychology, and make plans for their upcoming education.

PSY-4210 - Research Project

Semester Credits: 3 Weeks: 8

The student develops an individual research project, either library or field, under the direction of a faculty member. The

student will choose a project that addresses the application of psychological theory to local, state, or global issues. Information literacy, search skills, and the formulation of a research paper will also be a focus of the course.

PSY-4209 - Psychology and Health

Semester Credits: 3 Weeks: 8

This course examines the contributions and application of psychological principles and theories to the promotion and maintenance of health and prevention and treatment of illness. It explores the various influences on physical and mental health, including culture and lifestyles, and provides a deeper understanding of the mind-body connection. Topics covered include historical perspectives of health, stress and coping strategies, chronic illness, communicable diseases and pain management.

PSY-4208 - Human Sexual Behavior

Semester Credits: 3 Weeks: 8

Students in this course will examine how social, psychological, biological, and cultural influences shape sexual practices, expressions, identities, and representations. Additional topics covered include theoretical perspectives on sexuality, issues in sex research, conception, pregnancy, and childbirth, sexuality and the life cycle, attraction, intimacy, and love, sexuality education, and legal issues related to sexuality.

PSY-4207 - Psychology of Learning

Semester Credits: 3 Weeks: 8

Psychology of learning covers behavioral learning theory, including classical and operant learning. In addition, this course focuses on more contemporary theories of learning, such as cognitive, neuropsychological and technology enhanced learning.

PSY-4206 - Critical Thinking and Personal Development

Semester Credits: 3 Weeks: 8

In this course students will learn the skills of critical thinking. They will learn how to read, think, and write critically, to recognize and evaluate scholarly sources, and to make a logical argument. Students will also learn the basics of recognizing a fallacious argument from a sound argument. The skills learned in this course will serve students in their personal lives as well as help them meet their academic and career goals.

PSY-4205 - Principles of Mental Health

Semester Credits: 3 Weeks: 8

This course is an introduction and overview to the field of mental health counseling. Topics covered include theoretical perspectives on counseling, current trends, ethics and types of interventions. It examines the clinical, school, group, career and marriage counseling and the activities and challenges mental health counselors may find in these settings.

PSY-4204 - Adult Aging

Semester Credits: 3 Weeks: 8

Aging describes the natural process and developmental changes that occur during adulthood, a much longer span of time than during childhood and adolescence. This course provides an overview of adult developmental issues, with specific focus on the physical, cognitive, and psychosocial aspects of adult development and aging. Changes in sensory processes, cognitive functions, and social relations, among other factors, and the effects of these changes on the psychological health of the individual as well as ways of coping with these stressors will be examined. End of life issues also will be discussed.

PSY-4203 - Industrial/Organizational Psychology

Semester Credits: 3 Weeks: 8

Students in this course will explore how psychological theories and research can be applied in organizational settings to improve individual, team and organizational performance. Topics to be covered include methods of job analysis, employee selection, training, performance appraisal, work motivation, leadership and organizational culture. Students will develop an understanding of human behavior in work settings, the variables that have an impact of workers and their productive efficiency and strategies to improve productive human relations in such settings.

PSY-4202 - Community Psychology: Prevention and Change

Semester Credits: 3 Weeks: 8

This course is intended to introduce students to the concepts, values, and practices of Community Psychology. Topics that will be covered include the history of community psychology, stress and social support, social intervention, primary prevention and health promotion, citizen empowerment, and community diversity. This course also will assist students in identifying traditionally underserved populations and their needs.

PSY-4201 - Forensic Psychology

Semester Credits: 3 Weeks: 8

Forensic psychology involves the application of psychological principles to the justice system, which includes law enforcement, the courts, corrections and victim services. This course presents an overview of topics that are of concern both to psychologists and members of the legal system. Concepts that will be addressed include criminal profiling, eyewitness testimony, crime scene investigation, victim services, and offender rehabilitation and treatment. Psychological principles related to this course include social interaction, cognitive processes, development issues and physiological processes.

PSY-4200 - Overview of Substance Abuse and Addiction

Semester Credits: 3 Weeks: 8

This course explores various topics in the study of substance abuse addiction. It provides a general overview of the physical, emotional, psychological and cultural aspects of the addictive process on the individual and the various systems that impact misuse, addiction, treatment, and recovery. Topics covered for each category of drug include: general information, incidence and prevalence, mechanism of action, specific psychological and physical effects and treatment approaches.

PSY-3012 - Evolutionary Psychology

Semester Credits: 3 Weeks: 8

Evolutionary psychology is the application of Darwin's theory of evolution to problems of mind and behavior. In this course, we examine major topics of evolutionary psychology such as adaptive design of human brain/mind, parent-child conflict, kinship, mating strategies, altruism, and cooperation, aggression/warfare, culture, and morality and religion. Students will have the opportunity to apply the concepts in this course to real life observations and scenarios.

PSY-3011 - Introduction to Statistics in Psychology

Semester Credits: 3 Weeks: 8

This course will acquaint students with basic mathematical and statistical concepts used in psychological research. Students will study descriptive and inferential statistical techniques that are often encountered in behavioral research. The course will provide an exposure to many basic quantitative areas of data analysis in psychology, and make connections to other applications in life.

PSY-3009 - Multicultural Psychology

Semester Credits: 3 Weeks: 8

This course explores the impact of culture and cultural diversity on behavior, research methodology, and practice in the field of psychology. It introduces theories used by cross-cultural psychologists; examines the influence of culture on personal development, perception, cognition, gender, health, emotions, communication, and personality; and studies cultural awareness and self-identity.

PSY-3007 - Ethical and Professional Issues

Semester Credits: 3 Weeks: 8

This is an introductory course in ethics, which is designed to provide a general overview of psychology and related fields and to prepare undergraduate students for more advanced coursework in the areas of ethics and law in the helping professions.

PSY-3006 - Social Psychology

Semester Credits: 3 Weeks: 8

This basic course provides a general overview of social psychology with specific focus on topics such as the balance between personality and social forces in influencing behavior, how and why we form and end relationships, and the role of the media in promoting aggression and violence. These and other topics will be examined through the lens of social psychology theory and research. Students will have a chance to reflect on the everyday application of social psychology and to learn more about themselves, and their world as a result.

PSY-3004 - Basic Research Methods in Psychology

Semester Credits: 3 Weeks: 8

This course provides an overview of research design and methods in the behavioral sciences. The content focuses on core research concepts as well as how creativity and critical thinking can lead to new findings through a systematic research process. The course will also prepare the student for more advanced research courses to follow at the graduate level.

PSY-3003 - Human Development

Semester Credits: 3 Weeks: 8

This course explores the physical, cognitive, moral, and emotional-social development of individuals across the life span. The student will be introduced to the basic theories of human development and how maturation, genetics, and the environment impact development throughout the lifespan.

PSY-3002 - Abnormal Psychology

Semester Credits: 3 Weeks: 8

This course helps students acquire a better understanding of the origins of maladaptive behaviors and their related problems. Students will explore ethical, legal, and social issues related to abnormal psychology and have the opportunity to apply the study of abnormal to everyday life. Students will be examining factors that contribute to the development of mental disorders, and different courses of treatment for them. Finally, students will do an in depth study of a mental disorder that has significant impact on today's society.

PSY-2000 - Introduction to Psychology

Semester Credits: 3 Weeks: 8

Psychology is the biological study of behavior and mental processes. This course introduces the student to major concepts, theories, and fields within psychology. Major topics of modern psychology will be covered including methodology, physiological psychology, development, sensation and perception, learning and memory, thinking and cognition, abnormal/clinical psychology, social psychology, positive psychology, and applied psychology. The student will have the opportunity to apply these principles to case studies and to everyday life examples. This course is a prerequisite for all undergraduate PSY courses if not previously taken.

Public Administration

PUB-8010CAGS - Public Administration Capstone Project

Semester Credits: 3 Weeks: 8

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.

PUB-7017 - Public Personnel Administration

Semester Credits: 3 Weeks: 8

This course provides important concepts related to human resources management in the public sector. Elements of the course include an understanding of civil service environment, protections, and other issues such as social change and globalization, and how matters surrounding human resources relate to broader themes in advancing human capital in the public sector. As a doctoral level course, students will be expected to incorporate current research literature into their assignments as a foundation for dissertation work or future research. Course content applies to researcher and practitioner perspectives.

PUB-7014 - The U.S. Federal Government

Semester Credits: 3 Weeks: 8

In this course, students will explore the organization, function, operation, and politics of the United States Federal government. Students will examine the foundations and historical events of federalism by assessing each of the three major branches of the federal system. Students will examine the issues of liberty and civil rights as they relate to the political process and the implementation of policies within the political process. Finally, students will evaluate the role of campaigns, media, and interest groups to determine how they influence the government.

PUB-7012 - Technology in Public Administration

Semester Credits: 3 Weeks: 8

In this course, students examine the nature of information technology, its influence on public sector organizations and functions, and major issues stemming from information technology. The nature of information technology is better understood through an analysis of the external environment, or operating context, such as e-democracy, e-participation, and e-governance. This analysis is then complemented by an evaluation of the internal environment such as leadership, organizational change, and enterprise architecture. Finally, students will evaluate major functional issues within the information technology domain such as e-procurement, e-commerce, human resources, privacy, and information security.

PUB-7005 - Public Budgeting and Finance

Semester Credits: 3 Weeks: 8

Prerequisites: Fundamental requirement in General Management

Budgets and financial resources are integral components of most management decisions, especially within governmental entities. This doctoral level course will examine budget formulation, implementation and execution systems, including local government financial statements; use of modern financial management technology, analysis and recommendation of improvements in governmental financial management. Budgeting and finance at the federal level differ from processes at the state, county, and local levels. Students will evaluate both managerial practices and politics that form budgeting and finance at the federal, state, and local levels of government.

PUB-7004 - Urban and Regional Planning**Semester Credits: 3 Weeks: 8**

Prerequisites: Fundamental requirement in General Management

This is a course in urban planning with an integrated overview of the theory, processes, and practices of modern strategic planning in the public and nonprofit sectors. Students will explore contemporary strategies, techniques, and tactics with a focus on the application of theory and public orientation of policy formulation process at the local level of government. This course is designed to provide a conceptual framework and practical skills that will help students understand the role of public officials and the impact of public opinion within the broader scope of institutional planning and decision-making.

PUB-7002 - Administrative Law**Semester Credits: 3 Weeks: 8**

The framers deliberately structured a Constitutional Republic to constrain the potential abuse of power through federalism and checks and balances. The growth of agencies and administrative law stress these notions of the limited role of government. In this course, students develop practical knowledge about administrative agencies and laws that govern their behavior; examine administrative law in the context of accountability to prevent governmental abuse of power; and apply critical thinking in a variety of case studies.

PUB-7000 - Public Administration**Semester Credits: 3 Weeks: 8**

This course provides a platform to synthesize the discipline of public administration from a conceptual and theoretical perspective within the context of historical, political, legislative, and judicial perspectives and developments within America. The course allows students to evaluate the concepts and theoretical components of public administration and the role of public administrators within an interorganizational context. Finally, the course provides considerations for students to evaluate resource management, policy analysis and implementation; and to defend ethical considerations in relation to transparency, accountability, and diversity within the context of historical public administration practice reforms.

PUB-5009 - Public Program Evaluation**Semester Credits: 3 Weeks: 8**

Program evaluation is the art and science of developing justifiable answers to a variety of questions dealing with beneficiaries and goals. Evaluators work with program staff and stakeholders to clarify a program's operational theory and goals, develop information to help tailor an intervention to a specific audience, document a program's specific activities, reach, and outcomes, and develop information about the impact of a program on a specific topic. Course activities will be focused on giving students hands-on experience with specific research skills and tools required for effective program evaluation. Individual written assignments will build on each other over the course of the semester, culminating in a final presentation documenting your evaluation plan for a real-world project.

PUB-5007 - Quality Management in Public Administration

Semester Credits: 3 Weeks: 8

Quality management provides governmental structures with foundational measures and approaches for better public service delivery. In this course, students are provided the opportunity to examine the principles and methods for implementing an effective Total Quality Management system in a governmental environment. Students are provided a variety of planning methods to design, manage, and sustain such a system. By differentiating between strategic planning and operational planning, students will define a vision of quality improvement and insure those efforts are appropriate and stay on track.

PUB-5005 - Public Budgeting and Finance

Semester Credits: 3 Weeks: 8

Fiscal policy and the allocation of public funding are significant tools that presidents, governors, mayors, and legislative bodies at all levels of government manage, thus impacting the lives of all Americans. The current political and economic environment provides a unique opportunity to view budget policy as spending demands and revenue growth diverge. The major focus of this course is to acquaint students with the administration and management of public funds for organizations in the public sector. Organizational units could be at local, state, or federal levels, as well as in the private sector in the form of nonprofit organizations.

PUB-5002 - Government and the Public Interest

Semester Credits: 3 Weeks: 8

This course is designed to deal with the issues of lobbying at the national and local levels. Student will examine the ways that government officials influence public opinion and the informative role that government plays on major social issues, using publicity, advertising, press agency, public affairs, issues management, investor relations, and development. Finally, the course offers the student to chance to develop a comprehensive public relations campaign.

PUB-5000 - Introduction to Public Administration

Semester Credits: 3 Weeks: 8

This course is designed as a broad introduction to the field of public administration. Students will examine the discipline and practice from within the political, social, and organizational settings in which public administrators operate. Major emphasis is placed on examining issues at the federal, state and local levels with particular focus on how government functions.

Reading Education

RDG-5005 - Assessment of Reading and Writing Proficiency for PK12

Semester Credits: 3 Weeks: 8

Students will learn to use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Formative and summative reading and writing assessment instruments will be explored in terms of their purposes, strengths, and limitations. Current information on state as well as national movements to standardize or individualize assessments will be researched. Means of communication of assessment results to students, parents, caregivers, colleagues and administrators will be explored.

RDG-5004 - Reading Comprehension Instruction and Development: Skills and Strategies for PK12

Semester Credits: 3 Weeks: 8

In this course, you will gain an understanding of multiple strategies used in reading comprehension. Levels of meaning in text and textual structures in narrative and expository writing will be studied. There will be an exploration of critical-thinking skills and behaviors as well as strategies for effective studying. Finally, there will be an exploration of the wide range of resources for children's and adolescent literature, including recently published fiction and nonfiction, as well as electronic texts and non-print materials.

RDG-5003 - Vocabulary Instruction and Development for PK12**Semester Credits: 3 Weeks: 8**

Students will explore the derivations, structure, semantics, context, pragmatics, and instruction of words in English. Research and practice in developing levels of academic vocabulary will be presented. Students will explore in the principles in developing word consciousness, sight vocabulary, spelling proficiency, and developing a larger, more complex vocabulary in speaking, reading, and writing.

RDG-5002 - The English Language: Etymology, Elements, and Implications for Instruction**Semester Credits: 3 Weeks: 8**

Students will receive an overview of the influences of history, geography, and culture on the development of the English language as well as information on its grammar, including phonology, morphology, syntax, phonetics, semantics, and pragmatics. There will be an examination of best practices in phonics instruction that support cognitive, cultural and linguistic differences in readers and writers.

RDG-5001 - Essential Elements of Elementary Reading and Writing Instruction**Semester Credits: 3 Weeks: 8**

In this course, students will study the essential elements of elementary (K-8) reading and writing instruction. Students will explore evidence-based best practices in phonological awareness, phonics, fluency, vocabulary, and comprehension. Students will learn how comprehensive literacy lessons that include reading, writing, and oral language processes can improve literacy learning. Finally, students will use these best practices in literacy instruction to develop a comprehensive lesson that addresses individual student needs and keeps students motivated and engaged.

RDG-5000 - Theoretical and Research Foundations of Language and Literacy**Semester Credits: 3 Weeks: 8**

In this course, students will study the theoretical and research foundation of language and literacy. Students will explore current research concerning language and literacy and how that research can guide current literacy instruction and educational practice. Students will use research to inform others and promote continuous professional development.

Special Education**SE-7006 - Teaching Strategies in Special Education****Semester Credits: 3 Weeks: 8**

In this course, students will explore research-based best-practice teaching strategies for students with disabilities. Topics will include instructional methods and materials, teacher collaborative activities, Response to Intervention (RTI), and Individual Education Plan (IEP) design, implementation, and modification.

SE-7005 - Law in Special Education

Semester Credits: 3 Weeks: 8

In this course, students will focus on various legal issues facing special educators and administrators. Components will include investigations of specific court cases, federal mandates, case studies, and application opportunities. Student identification, service delivery options, appropriate educational services, and family rights and privacy issues are explored. How to research court case rulings that pertain to specific states and how to locate current information on legal issues is included to assist administrators of special education programs. Preparing for due process hearings and following procedural due process are also covered.

SE-7004 - Characteristics of Students with Intellectual Disabilities

Semester Credits: 3 Weeks: 8

This course will focus on understanding research-based characteristics of students with intellectual disabilities. Major emphasis will be placed on the assessment and identification of intellectual disabilities among at-risk students, Individual Education Plan (IEP) development and progress monitoring for students with intellectual disabilities, understanding the educational and behavioral needs of students with intellectual disabilities, and providing effective instructional practices for students with intellectual disabilities in both inclusive and special education classrooms.

SE-7003 - Characteristics of Students with Emotional and/or Behavioral Disorders

Semester Credits: 3 Weeks: 8

This course will focus on understanding research-based characteristics of students with emotional and/or behavioral disorders. Major emphasis will be placed on: 1) the assessment and identification of emotional and/or behavioral disorders among at-risk students, 2) Individual Education Plan (IEP) development and progress monitoring for students with emotional and/or behavioral disorders, 3) understanding the learning needs of students with emotional and/or behavioral disorders, 4) applying strategies to address students' emotional and/or behavioral disorders, and 5) providing effective instructional practices for students with emotional and/or behavioral disorders in both inclusive and special education classrooms.

SE-7002 - Characteristics of Student with Specific Learning Disabilities

Semester Credits: 3 Weeks: 8

This course will focus on understanding research-based characteristics of students with specific learning disabilities. Major emphasis will be placed on the assessment and identification of specific learning disabilities among at-risk students, Individual Education Plan (IEP) development and progress monitoring for students with specific learning disabilities, understanding the educational and behavioral needs of students with specific learning disabilities, and providing effective instructional practices for students with specific learning disabilities in both inclusive and special education classrooms.

SE-7001 - Assessment in Special Education

Semester Credits: 3 Weeks: 8

In this course, students will investigate the assessment and placement process of children experiencing school performance difficulties. Students will explore individuals involved in the assessment process, testing procedures, results, and the analysis and synthesis of data to develop interpretations, report summaries, and defend educational placement decisions.

SE-7000 - Introduction to the Exceptional Student

Semester Credits: 3 Weeks: 8

In this course, students will gain current in-depth research perspectives related to the instructional and administrative responsibilities of educating students with disabilities. Topics will include the history of special education, identification of students with special needs, provisions of the IDEA/IDEIA, legal issues, inclusion, transitions, classroom modifications, instructional strategies, assessment procedures, service delivery models, and educational programming.

SE-5006 - Teaching Strategies in Special Education**Semester Credits: 3 Weeks: 8**

In this course, students will work with teaching strategies that are useful in assisting students with mild disabilities. The latest information on Response to Intervention (RTI) is covered, with information on practical applications to promote success in the classroom. Participants will develop an understanding of how to monitor individualized education programs and select instructional strategies to improve student performance. Analyzing, selecting, and adapting strategies for students with special needs will be addressed. The ability to differentiate instruction utilizing current methods of embedded and explicit strategy instruction will also be explored.

SE-5005 - Special Education Law**Semester Credits: 3 Weeks: 8**

In this course, students will focus on the basics of the law and legal issues facing special educators and administrators. Topics include: The Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, discipline, appropriate educational decisions, procedural due process, and privacy issues.

SE-5004 - Instructing Students with Intellectual Disabilities**Semester Credits: 3 Weeks: 8**

This course will focus on instructing students with intellectual disabilities. Major emphasis will be placed on the assessment and identification of intellectual disabilities among at-risk students, Individual Education Plan (IEP) development and progress monitoring for students with intellectual disabilities, understanding the educational and behavioral needs of students with intellectual disabilities, and providing effective instructional practices for students with intellectual disabilities in both inclusive and special education classrooms.

SE-5003 - Instructing Students with Emotional and/or Behavioral Disorders**Semester Credits: 3 Weeks: 8**

This course will focus on instructing students with emotional and/or behavioral disorders. Major emphasis will be placed on: 1) the assessment and identification of emotional and/or behavioral disorders among at-risk students, 2) Individual Education Plan (IEP) development and progress monitoring for students with emotional and/or behavioral disorders, 3) understanding the learning needs of students with emotional and/or behavioral disorders, 4) applying strategies to address students' emotional and/or behavioral disorders, and 5) providing effective instructional practices for students with emotional and/or behavioral disorders in both inclusive and special education classrooms.

SE-5002 - Instructing Students with Specific Learning Disabilities**Semester Credits: 3 Weeks: 8**

In this course, you will focus on instructing students with specific learning disabilities. Based on the common educational and behavioral needs of students with specific learning disabilities, you will examine relevant accommodations, modifications, and differentiation of instruction as well as monitoring student progress. The context of this course includes both inclusive and separated educational settings.

SE-5001 - Assessment in Special Education

Semester Credits: 3 Weeks: 8

In this course, you will investigate the processes involved in identifying students who may need special education services. You will examine formal and informal assessments used to determine student needs and eligibility for services, including applying assessment data to the development of Individual Education Plans (IEPs) and/or Section 504 plans when necessary. Your work will be guided by regulations and policies of relevant federal, state, and local education authorities.

SE-5000 - Introduction to Students with Disabilities

Semester Credits: 3 Weeks: 8

In this course, students will gain current perspectives related to the instructional and administrative responsibilities of educating students with disabilities. Topics will include the history of special education, identification of students with special needs, provisions of the IDEA/IDEIA, legal issues, inclusion, transitions, classroom modifications, instructional strategies, assessment procedures, service delivery models, and educational programming.

Social Work

MSW-6903 - Capstone

Semester Credits: 8 Weeks: 3

The capstone course is designed to provide students with the opportunity to consolidate what has been learned in the social work program and effectively apply concepts to real-world social work practice. Students will collaborate with their field placement to identify a project in which they will evaluate a selected aspect of the organization or agency work. Students will also evaluate their ability to integrate social work knowledge, values, and practice skills in their professional role as a social worker. The capstone is a course at the end of the MSW process that provides students the opportunity to demonstrate key social work competencies at an advanced level with the potential to engage in research-informed practice which may lead to publications.

MSW-6902 - Advanced Practicum II

Semester Credits: 3 Weeks: 12

In this second advanced practicum course, students will implement practice skills to differentially assess the strengths and capacities of interacting with individuals, families, groups, organizations, and communities. Application of social work ethics in professional practice will be utilized. Students will also practice interventions and models of evidence-based therapies to evaluate and problem-solve client issues from a generalist practice perspective.

MSW-6901 - Advanced Practicum I

Semester Credits: 3 Weeks: 12

Advanced Practicum consists of two courses with a focus on experiential learning, offered within a community social service agency, or practice, and supervised by approved community practitioners. In this course, students will apply practice skills with families, groups, and individuals in their social contexts. The emphasis for this first advanced practicum is on developing professional roles and relationships, engaging in interactions with clients, and applying multi-systems assessment and interventions.

MSW-6106 - Advanced Leadership Skills for Clinical Practice

Semester Credits: 3 Weeks: 8

In this course, students will explore the skills needed to cultivate leadership and professional behavior and work effectively with multi/interdisciplinary teams. Students will examine the delivery of supervision, leadership development, strategic planning, and transitioning from clinician to a leadership position. The role of leader at the organizational level will also be evaluated, including legislative advocacy and a review of jurisdictional regulations and requirements related to licensure and practice. Students will examine the expectations of administrative leadership for the daily operation of social work service delivery systems, including the functions of management, team-work, decision-making, use of authority, program planning, and staffing.

MSW-6105 - Forensic Clinical Social Work Practice**Semester Credits: 3 Weeks: 8**

In this course, students will examine the core clinical skills in forensic social work practice. Students will explore contemporary and complex social problems, including health and justice disparities. Common populations and issues regarding forensic social work, including children and families, adults, and older adults as well as theories integral to forensic social work practice will be evaluated. Students will also explore the diverse roles and careers in forensic social work, along with the collaborative relationships that forensic social workers engage in with physicians, nurses, psychiatrists, legal professionals, law enforcement, and correctional officers.

MSW-6104 - Advanced Social Work Practice in Mental Health**Semester Credits: 3 Weeks: 8**

In this course students will examine DSM-5 inclusion with facets of mental health intervention needs for individuals with severe and persistent mental illness from a social work perspective. Of particular focus for students in this course will be distinguishing between evidence-based practice, best practices, and areas with emerging research knowledge. Students will also examine strategies that evaluate and monitor client progress and treatment outcomes as well as the recovery paradigm for individuals with severe and persistent mental illness. Students will also critically analyze the impact of health/mental health policies on populations-at-risk.

MSW-6103 - Advanced Social Work in Medical Practice**Semester Credits: 3 Weeks: 8**

In this course, students will examine current and emerging health behavior theory, research, practice, and interventions specific to various health related settings used by diverse populations. Students will explore theories of behavior change, including resilience orientation, to assist the student's continuous professional growth. Students will also gain insight into the ethics of social worker facilitation of transitions and endings in medical care. Students will develop knowledge of community resources to assist with social work consultation, advocacy, referral and networking on behalf of clients to include working with DSM-5 guidelines.

MSW-6102 - Advanced Social Work Practice with Marginalized Populations**Semester Credits: 3 Weeks: 8**

In this course, students will examine what is meant by marginalized populations such as those experiencing homelessness, victims of natural disasters, veterans, and those with severe and persistent mental illness. Students will learn how discrimination and oppression impacts the lives of marginal populations. Students will also gain an understanding of the needs and services of diverse populations and the problems they face in accessing social services. Additionally, students will work to advocate for oppressed populations for social, political, legal, and economic justice. Students will explore the role of research, to include the minority stress model, in understanding the needs of marginalized and oppressed populations and in increasing opportunities for oppressed populations to improve resilience and access additional options.

MSW-6101 - Advanced Social Work with Children and Families

Semester Credits: 3 Weeks: 8

In this course, students will apply evidence-based practice in addressing client problems to gain an understanding of their personal and professional values as a social worker engaged with clients who have complex needs. Students will be exposed to unique ethical considerations regarding practice interventions with both individuals and families. The application of regulations and standards in working with diverse populations will also be assessed. Students will critique the effectiveness of specific practices and explore the adjustment of interventions based on client needs. Students will also explore various family types and dynamics, cultural factors, and other factors influencing family interaction within the family system, with organizations, and the community. Students will also integrate DSM-5 guidelines.

MSW-6010 - Generalist Practicum II

Semester Credits: 3 Weeks: 12

The Generalist Practicum II emphasizes the knowledge and processes basic to all social work interventions. The course will introduce students to various intervention models designed to effect change in social systems and specific social problems, by providing an opportunity to examine the integration of research, knowledge, and skills regarding a diverse client base.

MSW-6009 - Generalist Practicum

Semester Credits: 3 Weeks: 12

This course is designed to provide supervised, individual, and experiential learning within the setting of a social service/social work agency. Students will be exposed to the generalist practice of social work with individuals, families, and communities in an agency. Emphasis is placed on the introduction and development of therapy and assessment skills, theoretical integration, and personal and professional growth.

MSW-6008 - Social Work in Interdisciplinary Settings

Semester Credits: 3 Weeks: 8

This course introduces students to the process and practice of social work engagement and collaboration with other professionals as a team to deliver services to diverse populations. Students will explore communications styles that comprise interdisciplinary therapeutic interventions. Practice interventions supported by research for integrated care settings will also be examined.

MSW-6007 - Research Methods in Social

Semester Credits: 3 Weeks: 8

The focus of this course is on the fundamentals of quantitative and qualitative approaches to social work research. Students will gain an understanding of the strengths and limitations of each approach and how these methods apply to social work research. This course also provides students with a foundation in research ethics, and skills, in conducting literature reviews and scholarly writing. Students will also conduct a critical analysis of existing research on diverse and oppressed populations.

MSW-6006 - Leadership in Social Work Practice

Semester Credits: 3 Weeks: 8

In this course, students will assess leadership skills and characteristics for an effective social work practice in diverse environments. Students will analyze theories and research related to effective leadership. Performance difficulties in organizations will be explored to assess effective leadership responses. Students will also assess the impact of social

work values and ethics in the practice of leadership. Finally, students will critique licensure and regulation that affects social work practice in their jurisdiction.

MSW-6005 - Ethics and Diversity in Social Work

Semester Credits: 3 Weeks: 8

Models of ethical decision making in social work will be discussed in this course. Students will assess the need for ethics in working with diverse populations and constituents, as well as analyze governmental policy that guides social work practice with diverse clients. Students also will examine the ethics of social workers as advocates to ensure justice for constituents.

MSW-6004 - Social Work in Behavioral Health

Semester Credits: 3 Weeks: 8

This course will introduce social work in behavioral health practice. Students will be introduced to laws and regulations that define mental health services and scope of practice. Students will be introduced to evidence-based practices and service delivery models used in behavioral health. Students will also explore intervention plans and strategies social workers use in behavioral health. Knowledge and skill development for multi-systems practice in mental health settings will be explored. Students will examine conceptual frameworks for practice at the micro, mezzo and macro levels.

MSW-6003 - Professional Practice with Organizations and Communities

Semester Credits: 3 Weeks: 8

In this course students will focus on the social work with organizations and communities. Students will assess the impact of diversity on these constituents and the social work roles at the mezzo level in organizations and communities. Students will evaluate usage of evidence-based practices service delivery in organizations and communities. Students will examine how economic policies impact social welfare and by extension, the types of services needed. Students will also review emerging forms of technology used for service delivery.

MSW-5002 - Professional Practice with Individuals and Families

Semester Credits: 3 Weeks: 8

In this course, students will focus on the social worker-client relationship development with both individuals and families. Students will be exposed to client assessment techniques and principles of professional client relationship building. Evidence-based practice and service delivery will be explored. Elements of justice from the social work perspective as they apply to individuals and families also will be reviewed.

MSW-5001 - Human Behavior and the Social Environment

Semester Credits: 3 Weeks: 8

This course exposes you to the concepts of diversity, cultural competency, human rights, and justice. You will explore social work practices with diverse populations and assess advocacy approaches to ensure clients and constituents receive justice. You also will examine multidisciplinary frameworks of social work to gain a better understanding of human behavior in social environments. You will be presented with specific theories relevant to diverse client systems. This course emphasizes behaviors of individuals and families of diverse and oppressed populations.

MSW-5000 - Introduction to Social Work

Semester Credits: 3 Weeks: 8

This course presents an introduction to the practice of contemporary social work. You will review concepts and theories to better understand populations at risk and to enhance awareness of personal values. You also will examine

the individual, familial and community context of social work. Finally, you will evaluate professionalism, ethics, communication, and key skills in social work practice.

Sports Management

SM-7118 - Financial Administration of Sports Facilities and Programs

Semester Credits: 3 Weeks: 8

In this course, students are presented with basic financial principles and concepts in interscholastic athletic programs. Course activities include marketing, revenue management, documentation and technological practices, and strategies for long-range planning. Course mastery is demonstrated by developing a fundraising plan as a sports administrator.

SM-7115 - Facility Management and Programming

Semester Credits: 3 Weeks: 8

Students will explore the principles, responsibilities, and issues involved with the management of athletic facilities. Activities include personnel and risk management, merchandising, quality assurance, and issues affecting the community. Additional components include environmental issues, and factors in operating facilities and sporting events.

SM-7112 - Advising the Student Athlete

Semester Credits: 3 Weeks: 8

Students explore the role and function of the academic advisors in the lives of students-athletes. Students will examine existing student-athlete retention programs in college and universities to understand their components and effectiveness. Recognizing learning differences in students with learning disabilities or disorders will also be explored in this course. The goal of this course will be to find academic services and counseling programs to help students that are in need, reach their greatest potential.

SM-7109 - Sport Compliance

Semester Credits: 3 Weeks: 8

Students will study rules and regulations associated with intercollegiate athletics at the NCAA I, II, and III level, NAIA, and NJCAA. Students will examine key components of compliance including recruiting, eligibility, amateurism, and financial aid. Topics include: strategies used by institutions across the country to maintain institutional control, the differences and similarities of the 5 different groups (NCAA I, II, III, NAIA, and NJCAA), and the groups which govern NCAA legislation.

SM-7106 - Legal Aspects of Equity in Intercollegiate Athletics

Semester Credits: 3 Weeks: 8

Within this course, doctoral students will study the Title IX's structure and requirements applied to intramural, recreation, interscholastic, and intercollegiate athletic programs. The philosophical, historical, and conceptual account of this law will be explored and its effects upon these programs. Students will examine the historical account of the social, legislative, and judicial environments in which in which Title IX has grown to maturity in the last three decades. Students will also explore how current trends in campus demographics have affected sports programs throughout the nation. An experiential learning model will be utilized whereby students will be able to use their personal experiences when researching the legal aspects concerning equity in interscholastic and intercollegiate athletics as we know it today.

SM-7103 - Intercollegiate Sport Governance

Semester Credits: 3 Weeks: 8

Students will gain the knowledge of governance and politics of sport organizations that govern intercollegiate athletics. Students will analyze how people involved in governance set the tone of an organization and how individual sport bodies fit into the greater industry. Emphasis will be placed upon the development of a working knowledge of what organizations do and what their purpose is in the administration of an intercollegiate department.

SM-7100 - Development of Human Resource Strategies in Intercollegiate Athletics

Semester Credits: 3 Weeks: 8

Students are presented with the latest human resource strategies to successfully address everyday problems that may arise with coaches, staff, and personnel of an intercollegiate athletic department. Students develop a working knowledge of human resource policy and procedure in complex organizations and how this may affect the employees that they supervise. Topics addressed include recruitment, hiring, retention, planning, Title IX compliance, and related management strategies.

SM-5012 - Issues in Athletic Administration

Semester Credits: 3 Weeks: 8

In this course, students will learn the role of contemporary issues in athletic administration and how these issues affect those who desire to become professionals within interscholastic athletic administration. This course provides a basic overview of sociology and sports, including an analysis of sports' impact on society, society's impact on sports, and the governance of sports programs.

SM-5010 - Marketing in Athletics

Semester Credits: 3 Weeks: 8

In this course, student will learn how the dynamics of marketing and consumer behavior apply to sports organizations is essential for those who desire to become professionals within interscholastic athletics. Beginning with an overview of basic marketing theories and concepts, Students will gain insight into the ethics of sport marketing, fundraising, and sponsorship while analyzing leagues, teams, and events. Students will apply this insight by developing a marketing plan for an athletic program.

SM-5006 - Sports Governance and Policy Development

Semester Credits: 3 Weeks: 8

Students will learn the governance and policy development of interscholastic athletic programs. The roles of the National Federation of State High School Associations (NFHS), National Interscholastic Athletic Administrators Association (NIAAA), the state athletic/activity associations, and federal/state guidelines will be examined. Local board of education governance and the structure of local athletic programs will be reviewed. The course will also address sample athletic program philosophies and departmental organizational structure and procedures.

SM-5002 - Legal Aspects in Athletics

Semester Credits: 3 Weeks: 8

Students will develop the knowledge, skills, and awareness of the law and how legal precedence relates to interscholastic sport settings. Students will discuss, explore, analyze, and create solutions to specific dilemmas found in athletics at the high school level. An emphasis will be placed on current events and practical applications.

SM-5000 - Leadership and Administration of Athletic Programs

Semester Credits: 3 Weeks: 8

You will explore the methods, principles, and decision-making responsibilities of a university athletic administrator. Through readings and independent activities, you will have the opportunity to equip yourself with skills in leadership, management, communication, and curriculum development. You will apply these skills by taking on the role of an athletic director and tackling some of the problems involved in the development and supervision of intercollegiate athletic programs and events.

Strategic Knowledge Studies

SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies

Semester Credits: 3 Weeks: 8

Students will analyze and apply knowledge in 12 business areas necessary to address a wide variety of business-related situations. The focus of the course is demonstrating core proficiencies in the following business areas: Marketing, Business Finance, Accounting, Management, Legal Environment of Business, Economics, Business Ethics, Global Dimensions of Business, Information Systems, Quantitative Techniques and Statistics, Leadership, and Business Applications. The intent is not to introduce these core business concepts, but rather to verify a graduate-level threshold competency within each. The course includes a comprehensive case study that will allow students to demonstrate their competency within all 12 professional component areas.

SKS-5001 - Comprehensive Strategic Knowledge Studies

Semester Credits: 3 Weeks: 8

In this course, students have the opportunity to gain foundational knowledge in fifteen different areas important to business and management including accounting, finance, law, ethics, marketing, global business, information systems, research, leadership, strategic management, operations management, human resources, organizational behavior, and micro and macroeconomics. This course serves as a foundation for success in future courses in the MBA program.

SKS-4001 - Comprehensive Strategic Knowledge Studies

Semester Credits: 3 Weeks: 8

In this capstone course, students will have the opportunity to run a multi-million dollar global company for 8 years in a simulation designed to give the students real-world business situations that require strategic decisions. The students will examine business concepts from a global perspective, include strategic planning, business trends, global laws and ethics, operations management in a global business, and global economics. Students will reflect on their business decisions and apply different business concepts as they relate to the global business environment.

Technology & Innovation Management

TIM-8640 - Program & Portfolio Management

Semester Credits: 3 Weeks: 8

This doctoral course provides strategies from industries responsible for management of multiple projects. Learners will utilize multi-project management tools, techniques and methods need to successfully manage allocated resources across various projects. Learners will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

TIM-8630 - Managing Risk in Project Management

Semester Credits: 3 Weeks: 8

This doctoral course examines project risk management planning strategies. Students will identify, analyze, and suggest responses to processes regarding monitoring and control. Students will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

TIM-8620 - Project Management Systems & Technology

Semester Credits: 3 Weeks: 8

This course is an advanced examination of the systems, technologies, and tools used to monitor and ensure project success.

TIM-8610 - Leadership in Project Management

Semester Credits: 3 Weeks: 8

Highly skilled teams are necessary for planning and implementing innovative new ideas and projects. This course is an advanced examination of leadership and human capital management as they relate to project management.

TIM-8601 - IT Project Management

Semester Credits: 3 Weeks: 8

This course is an advanced examination of the primary processes, deliverables, and knowledge groups involved in managing the development of new technologies and ideas. Students will also evaluate current research trends in project management. The course is aligned to the Project Management Body of Knowledge (PMBOK) version 5.

TIM-8530 - Big Data Integration

Semester Credits: 3 Weeks: 8

This course is an advanced study of theories and concepts related to Big Data Integration. Some course concepts include an introduction to Big Data analytics, tools, and recent technologies. Students will also be introduced to current research trends in the area of Big Data and potential future problems in this area which they explore.

TIM-8520 - Inferential Statistics and Predictive Analytics

Semester Credits: 3 Weeks: 8

This course is an advanced examination of tools, techniques, theories, and technologies for analyzing past events and discovering patterns that can help predict future events.

TIM-8510 - Data Visualization

Semester Credits: 3 Weeks: 8

New data types and data visualization requirements are emerging often. In this course, students will explore ever-expanding data visualization requirements and techniques for presenting data in the most effective way.

TIM-8501 - Quantitative Methods for Data Analytics and Business Intelligence

Semester Credits: 3 Weeks: 8

This course is an advanced examination of quantitative methods for organizational researchers. Students will also study new and emerging topics in statistics and quantitative analysis.

TIM-8440 - Knowledge Management

Semester Credits: 3 Weeks: 8

This course is an advanced study of theories and concepts related to capturing, storing, managing, recalling, and reusing organizational knowledge.

TIM-8430 - Systems Analysis & Design**Semester Credits: 3 Weeks: 8**

This course is an advanced study of theories and concepts related to the design and implementation of technology solutions to address business problems or needs.

Special focus is given to the role of the business analyst on investigating current systems, defining IT requirements, working with technical and non-technical staff, and proposing recommendations using technical style conventions. Models, frameworks, and international standards are used to analyze data flow landscape, incident, or process that may need a thorough update or redesign for process improvement.

TIM-8420 - Data Warehousing & Decision Support**Semester Credits: 3 Weeks: 8**

This course provides an advanced study of the theories and trends related to creating and managing enterprise data warehouses. The course will explore the emerging concepts and theories to determine decisions required to plan, design, and implement data warehouse and decision support systems. Additionally, the course will provide an overview of effective policies for decision support systems and data warehousing maintenance. You will gain a detailed understanding of how to implement and overview data warehouse improvements.

TIM-8410 - Cloud Computing**Semester Credits: 3 Weeks: 8**

In this course, students will study trends and recent developments in Cloud Computing and begin determining what the next great innovation will be in this area of computing.

TIM-8350 - Critical Infrastructure Protection, Information Warfare, & Cyber Terrorism**Semester Credits: 3 Weeks: 8**

In this course, students will examine critical infrastructure protection, information warfare, cyber terrorism, and evolving U.S. policy response to attacks. The primary focus is cyber terrorism which is an emerging mode of information warfare that exploits civilian and military systems' inherent vulnerabilities. Cyber terrorism's broad reach affects national and global security. This course will focus on the human and technological aspects of cyber terrorism.

TIM-8340 - Secure Software Development**Semester Credits: 3 Weeks: 8**

Security is often left out of the early stages of software development. This course is an advanced examination of software engineering for the security professional.

TIM-8330 - Advanced Risk Management**Semester Credits: 3 Weeks: 8**

Students in this course will review information assurance and security concepts that impact the information technology (IT) industry as whole. The challenges associated with assessing and implementing computer security are a global issue. In this course, an overview of the subject of information technology system security will be presented including

the nature of risk and its application to information system security, threats, and vulnerabilities. The student will be required to strive for the highest levels of knowledge in the field of risk management and information assurance.

TIM-8320 - Contingency Planning & Disaster Recovery

Semester Credits: 3 Weeks: 8

The attacks that occurred on September 11, 2001 (9/11), brought organizational disaster recovery strategy into the spotlight. This course provides students with the background knowledge and skills they need to develop effective disaster prevention and recovery capabilities in various organizations. Students will be able to demonstrate an understanding of the principles of disaster recovery planning for physical security consideration, host applications, and network security measures.

TIM-8310 - Cyber Forensics

Semester Credits: 3 Weeks: 8

In this course, students will be introduced to the field of advanced cyber forensics. Students will review various tools, techniques, and steps needed for a successful forensic investigation. In addition, students will examine various legal regulations that impact the collection of data, the importance of federal rules of evidence, and the critical requirement of evidence admissibility in a court of law.

TIM-8301 - Principles of Cybersecurity

Semester Credits: 3 Weeks: 8

This course is an overview of security principles for the executive security professional. Students will study advanced and emerging topics in security management.

TIM-8220 - Engineering Law

Semester Credits: 3 Weeks: 8

Innovative new ideas are often brought to fruition by talented engineers. Protecting those ideas requires close attention to laws regarding intellectual property; and engineers are bound by regulations that help ensure the safety of their work. In this course, students will study the legal implications of innovation and engineering. In addition students will learn to use the patent system as a research tool in developing new technologies.

TIM-8210 - Quality Management

Semester Credits: 3 Weeks: 8

Managing innovation requires care to ensure that new ideas are developed and implemented well. In this course, students will study emerging knowledge in total quality management and apply this knowledge specifically to the task of developing and implementing innovative ideas.

TIM-8150 - Artificial Intelligence

Semester Credits: 3 Weeks: 8

Artificial intelligence is becoming more and more useful in helping solve everyday problems. Intelligent agents and natural language processing have become commonplace in the early 21st century. In this course, students will study emerging trends in artificial intelligence research and attempt to predict its impact on everyday computing.

TIM-8140 - Software Engineering

Semester Credits: 3 Weeks: 8

In this course, students will explore emerging issues in software engineering. Emphasis will be placed on trends in mobile development, architecture & design, testing, security and the empirical analysis of software systems.

TIM-8130 - Data Mining

Semester Credits: 3 Weeks: 8

This course is an advanced examination of theories and concepts related to the extraction of meaningful and non-obvious information from structured and unstructured data.

TIM-8120 - Distributed Systems

Semester Credits: 3 Weeks: 8

With the advent of mobile technologies and super high speed networks, distributed computing is becoming ever more commonplace, allowing computers to coordinate their efforts over vast distances. In this course, students will study the emerging technologies and techniques for using them in facilitating distributed computing.

TIM-8110 - Programming Languages & Algorithms

Semester Credits: 3 Weeks: 8

New programming languages and algorithms are being proposed every day to try to solve problems faster, use less storage, and make programmers' and researchers' jobs easier. This course is an advanced study of the practical and theoretical principles behind the design, analysis, and implementation of algorithms and programming languages for research and professional practice.

TIM-8101 - Principles of Computer Science

Semester Credits: 3 Weeks: 8

This course introduces the foundations of computer science for students without prior experience in the subject. Included is an overview of mathematics concepts for computer science, programming in a high-level language, and algorithm design and analysis.

TIM-7245 - Directed Constructive Research

Semester Credits: 3 Weeks: 8

In this course, students will apply their knowledge of research design and methodology in engineering, computing, and the sciences to produce a draft of their first formal dissertation deliverable: the prospectus.

TIM-7240 - Constructive Research Design & Methodology for Technology Leaders

Semester Credits: 3 Weeks: 12

This course is an in-depth introduction to methods and measurements used in designing and testing artifacts (e.g., theories, algorithms, procedures, systems, hardware) for research in computing, engineering and the sciences.

TIM-7235 - Directed Qualitative Research

Semester Credits: 3 Weeks: 8

In this course, students will apply their knowledge of qualitative research design and methodology to produce a draft of their first formal dissertation deliverable: the prospectus.

TIM-7230 - Qualitative Research Design & Methodology for Technology Leaders

Semester Credits: 3 Weeks: 12

This course is an in-depth introduction to qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

TIM-7225 - Directed Quantitative Research

Semester Credits: 3 Weeks: 8

In this course, students will apply their knowledge of quantitative research design and methodology to produce a draft of their first formal dissertation deliverable: the prospectus.

TIM-7220 - Quantitative Research Design & Methodology for Technology Leaders

Semester Credits: 3 Weeks: 12

This course provides technology leaders with the skills essential for designing quantitative research studies, analyzing the data collected in these studies, and interpreting the results of data analyses. Scholar-practitioners will explore designs and statistical techniques to use with their envisioned dissertation research.

TIM-7210 - Introduction to Research Design & Methodology for Technology Leaders

Semester Credits: 3 Weeks: 12

This course is an introduction to the skills and tools necessary for the design, implementation, and critique of research in disciplines related to technology and innovation. The scholar-practitioner will examine the formal research process carefully, with an emphasis on practical applications and skill development.

TIM-7200 - Scholarly Communication for Technology Leaders

Semester Credits: 3 Weeks: 12

It is important for technology scholars to be able to communicate effectively with diverse audiences in varied situations. This course is designed to aid professionals in ensuring their message is delivered and understood. Topics include both professional and scholarly communication useful to the innovative technology leader.

TIM-7100 - Statistics with Technology Applications

Semester Credits: 3 Weeks: 12

This course serves as an extensive exploration of statistics for the technology leader. Included is an advanced examination of statistical analyses commonly used for research in information systems and technology. Students will gain the skills required to plan, conduct, report, and interpret quantitative statistical analyses.

TIM-7040 - Technology Policy & Strategy

Semester Credits: 3 Weeks: 8

This course is an advanced examination of the theories, concepts, and strategies for managing technology policies and implementing innovative technology strategies in organizations.

TIM-7030 - Managing Risk, Security, & Privacy in Information Systems

Semester Credits: 3 Weeks: 8

A strategic technology professional should be ever mindful of how an organization's technology introduces inherent risk to the organization. This course is an advanced study of risk management and other critical considerations in high-tech organizations.

TIM-7020 - Databases & Business Intelligence

Semester Credits: 3 Weeks: 8

This course is an advanced examination of concepts and research trends in databases and business intelligence.

TIM-7010 - Computer Networks & Mobile Computing

Semester Credits: 3 Weeks: 8

In this course, students will explore emerging issues in computer network design and management. Of particular attention will be topics on how mobile computing has changed the way networks are designed and managed.

TIM-7001 - Changing Times: Leading Technology & Innovation in the 21st Century

Semester Credits: 3 Weeks: 8

Visionary leaders can help change an organization and bring about new innovations. In this course, students will practice being those visionaries and being champions for new technologies and positive change in public and private organizations.

TIM-6640 - Program & Portfolio Management

Semester Credits: 3 Weeks: 8

This course presents proven methods from a cross-section of industries for the management of a portfolio of projects. It will demonstrate multi-project management tools, techniques and methods. You will learn how successful businesses manage projects, how they set up multiple project management processes, what technologies are effective and how they allocate resources across various projects.

TIM-6630 - Managing Risk in Project Management

Semester Credits: 3 Weeks: 8

Project risk is an uncertain event or condition that can have either a positive or negative effect on a project's objectives. This course includes the processes concerned with conducting project risk management planning, identification, analysis, mitigation, monitoring, and control.

TIM-6620 - Project Management Systems & Technology

Semester Credits: 3 Weeks: 8

Project managers have a wide range of tools available to them. This course is an introduction to information systems and other technologies that can aid the project manager in ensuring the project's success.

TIM-6610 - Leadership in Project Management

Semester Credits: 3 Weeks: 8

This course will explore techniques and skills that can mitigate human resource problems in the project and program

environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to manage tough human resource issues. Students will examine concepts of leadership and organizational behavior to promote their effectiveness as both project leaders and project managers. Integration of tools and technology such as social media and management of virtual and multi-cultural teams will also be studied.

TIM-6601 - IT Project Management

Semester Credits: 3 Weeks: 8

This course provides an overview of the primary processes, deliverables, and knowledge groups involved in project management. Students will practice project management specifically as it relates to managing and developing new technologies and ideas. The course is aligned to the Project Management Body of Knowledge (PMBOK) version 5.

TIM-6530 - Big Data Integration

Semester Credits: 3 Weeks: 8

This course is an introduction to the theories, concepts, and tools related to big data. Topics covered include an introduction to big data analytics, knowledge and data discovery, secure data management, and big data in enterprise systems.

TIM-6520 - Inferential Statistics and Predictive Analysis

Semester Credits: 3 Weeks: 8

Although no one has a crystal ball that can truly see the future, data analysts do have many techniques and tools that allow accurate prediction of future events based on prior trends. In this course, students will study learn to analyze patterns in data that can help predict the future.

TIM-6510 - Data Visualization

Semester Credits: 3 Weeks: 8

Representing data in a way that is useful for decision-makers is important. This course is an introduction to best practices in presenting data to decision-makers in the most readily-consumable and usable forms possible.

TIM-6501 - Quantitative Methods for Data Analytics and Business Intelligence

Semester Credits: 3 Weeks: 8

This course is an introduction to the quantitative measurements used in business intelligence, data mining, and predictive modeling. Students will practice "crunching numbers" and learn the tools, measurements, and analyses that will be required for further study and professional practice in data analytics.

TIM-6430 - Systems Analysis & Design

Semester Credits: 3 Weeks: 8

This project-driven course introduces students to the essential practices and tools required for systems analysis and design. Students practice using a variety of software tools and resources to create designs and deliverables for simulated real-world projects. Students may not receive credit for both TIM-6140 and TIM-6430.

TIM-6420 - Data Warehousing & Decision Support

Semester Credits: 3 Weeks: 8

This course is an introduction to the systems, tools, and techniques used to create and manage enterprise data warehouses, as well as use those repositories for informing business decisions.

TIM-6410 - Cloud Computing

Semester Credits: 3 Weeks: 8

In this course, students will study how processing, storage, and other functions previously covered by a desktop computer are all moving "into The Cloud" and how to take advantage of "The Cloud" in their organizations.

TIM-6340 - Secure Software Development

Semester Credits: 3 Weeks: 8

Security is often left out of the early stages of software development. This course is an introduction to software engineering for the security professional, with particular emphasis placed on keeping security as a primary concern during all phases of development.

TIM-6330 - Systems Certification and Accreditation

Semester Credits: 3 Weeks: 8

This course provides guidance on principles that must exist in order to establish and maintain a certification and accreditation program. Students will explore the required processes for accreditation and certification programs including project planning, system inventory, system security plans, risk assessment, security procedures, certification testing, documentation of accreditation decisions, and coordination of security for interconnected systems. The course will also provide the student with a more thorough understanding of what a complete certification and accreditation program can do to benefit an organization. A framework for a systems certification and accreditation program will be developed.

TIM-6320 - Contingency Planning & Disaster Recovery

Semester Credits: 3 Weeks: 8

In this course, students will study how processing, storage, and other functions previously covered by a desktop computer are all moving "into The Cloud" and how to take advantage of "The Cloud" in their organizations.

TIM-6310 - Cyber Forensics

Semester Credits: 3 Weeks: 8

In this course, students will examine how forensics principles can be applied in criminal investigations and civil cases where computers and other electronic devices and associated software have been used to commit criminal acts or other activities requiring legal actions. This course also includes legal considerations facing cybersecurity professionals in dealing with the discovery, investigation, and prosecution of cybercrimes. Students are provided with an overview of the tools used by computer forensic professionals while investigating such incidents; the use of these tools for the collection, examination, and preservation of evidence is also explored.

TIM-6301 - Principles of Cybersecurity

Semester Credits: 3 Weeks: 8

This course is an introduction to the concepts and tools used in securing computer networks and data systems. Students will examine various scenarios and their impact on an organization's cybersecurity readiness.

TIM-6220 - Engineering Law

Semester Credits: 3 Weeks: 8

Innovative new ideas are often brought to fruition by talented engineers. Protecting those ideas requires close attention to laws regarding intellectual property; and engineers are bound by regulations that help ensure the safety of their work. In this course, students will study the legal implications of innovation and engineering.

TIM-6210 - Quality Management

Semester Credits: 3 Weeks: 8

The effective implementation of total quality management practices is a requirement for all organizations to be successful. This course introduces a systematic approach for implementing total quality management for an organization with a strong emphasis on the customer, including customer expectations for product quality. This course covers the topics of defining quality, the history of quality management, identifying and understanding the customer, and adopting process improvements to implement quality management.

TIM-6140 - Software Engineering

Semester Credits: 3 Weeks: 8

This project-driven course introduces students to the principles and processes for development of software-intensive systems. Students practice using a variety of software tools and resources to create designs and deliverables for simulated real-world projects.

TIM-6130 - Data Mining

Semester Credits: 3 Weeks: 8

Data mining is the extraction of meaningful and non-obvious information from structured and unstructured data. In this course, students will learn common techniques and algorithms used in data mining.

TIM-6120 - Distributed Systems

Semester Credits: 3 Weeks: 8

Distributed computing involves the coordinated efforts of multiple devices to perform computing tasks via network connections. In this course, students will study the foundations of systems programming and apply those concepts to distributed computing scenarios.

TIM-6110 - Programming Languages & Algorithms

Semester Credits: 3 Weeks: 8

This course is an introduction to the logic (algorithms) and tools (programming languages) necessary for solving complex problems with computers. Students will also study the practical and theoretical principles behind algorithm and language development and use in research and industry.

TIM-6101 - Principles of Computer Science

Semester Credits: 3 Weeks: 8

This course introduces the foundations of computer science for students without prior experience in the

subject. Included is an overview of mathematics concepts for computer science, programming in a high-level language, and algorithm design and analysis.

TIM-6010 - Strategic Management of Technology & Innovation

Semester Credits: 3 Weeks: 8

Innovation requires careful and strategic management. New technologies and programs should be aligned to the organization's mission, vision, and values. In this course, students will learn how to plan strategic integration of new ideas and technologies into existing organizations.

TIM-5110 - Secure Software Development

Semester Credits: 3 Weeks: 8

Security is often left out of the early stages of software development. This course is an introduction to software engineering for the security professional, with particular emphasis placed on keeping security as a primary concern during all phases of development.

TIM-5030 - Managing Risk, Security, & Privacy in Information Systems

Semester Credits: 3 Weeks: 8

With new technologies and ideas comes increased risk of information theft, privacy concerns, lack of adoption, and system failure. In this course, students will learn to recognize, predict, assess, and mitigate these and other threats.

TIM-5020 - Databases & Business Intelligence

Semester Credits: 3 Weeks: 8

Effective data management is essential to success in business and government. In this course, students will learn how databases are designed and built, as well as how to extract meaningful and actionable business intelligence from databases.

TIM-5010 - Computer Networks & Mobile Computing

Semester Credits: 3 Weeks: 8

Computer networks are quickly becoming the backbone of human communication, and mobile devices are personal hubs that keep people connected nearly anywhere. This course is an overview of the technologies, concepts, software, and hardware involved in connecting devices and people all over the world.

TIM-5001 - Principles of Technology Innovation Management

Semester Credits: 3 Weeks: 8

Technological innovations can be intimidating - yet beneficial - for many organizations. It is important for leaders to know how to take advantage of new technologies and ideas or be trapped in stagnation. In this course, students will take the first step towards becoming champions of positive change through technological innovation.

Data Science

CMP-9700DS - PhD-DS Portfolio

Semester Credits: 3 Weeks: 8

In this course, students will work collaboratively with faculty members to create a comprehensive portfolio of their work and achievements thus far. This portfolio will showcase the student's abilities. Key competencies will be demonstrated by portfolio artifacts including in the areas of ethics and social responsibility, theory and research in data science, problem solving, global understanding, and professional competency. Students will present their dissertation prospectus as part of the portfolio.

TIM-8590 - Data, Information, and Knowledge Policy & Strategy**Semester Credits: 3 Weeks: 8**

Visionary leaders can help change an organization and bring about new innovations. In this course, students will practice being those visionaries and being champions for new technologies and positive change in public and private organizations through the strategic management of data, information, and knowledge.

TIM-8540 - Data Reporting**Semester Credits: 3 Weeks: 8**

This course introduces the proper reporting formats used in data science. You will examine the common methods used in reporting data and the techniques used in displaying numeric data. You will utilize the analytical output of a data science project to help inform decision-making and prepare presentations that adhere to industry standards.

TIM-8535 - Current Topics in Quantitative Analysis**Semester Credits: 3 Weeks: 8**

This course examines current techniques and methods utilized in manipulating data in quantitative analysis. You will analyze processes within data science that help organize large data sets. You will explore the differences in statistical reasoning based on Frequentists and Bayesian philosophy and will analyze output based on Artificial Neuron Network analysis.

TIM-8525 - Multivariate Analysis**Semester Credits: 3 Weeks: 8**

This course examines the use of multivariate analysis within the scope of data science projects. You will focus on the procedures in completing a multivariate analysis and determine the correct models to utilize in analyzing data. Specifically, you will examine factor analysis, principal components analysis, and multivariate analysis of variances techniques as a solution to analyzing multidimensional data.

TIM-8505 - Quantitative Research Design**Semester Credits: 3 Weeks: 8**

This course provides a foundation in quantitative research design. You will explore research design as it relates to a business need and determine the worth of a quantitative analysis project. You will examine the elements of a research design plan to fit a business need.

TIM-8500 - Principles of Data Science**Semester Credits: 3 Weeks: 8**

This course provides an introduction and overview of data science in order to make informed decisions about business needs. You will explore the data science life cycle and determine appropriate design methods and management of data to fit authentic situations.

TIM-6540 - Critical Analysis, Interpreting and Reporting Data

Semester Credits: 3 Weeks: 8

This course introduces the proper reporting formats used in data science. You will explore the common methods used in reporting data and the techniques used in displaying numeric data. You will utilize the analytical output of a data science project to help inform decision-making and prepare presentations that adhere to industry standards.

TIM-6505 - Quantitative Research Design

Semester Credits: 3 Weeks: 8

This course provides a foundation in quantitative research design. You will explore research design as it relates to a business need and determine the worth of a quantitative analysis project. You will examine the elements of a research design plan to fit a business need.

TIM-6500 - Principles of Data Science

Semester Credits: 3 Weeks: 8

This course provides an introduction and overview of data in order to make informed decisions about business needs. You will explore the data science life cycle and determine appropriate design methods and management of data to fit authentic situations

Educational Psychology

PSY-6811 - Internship for Educational Psychology

Semester Credits: 3 Weeks: 8

Students seeking a master's degree in Educational Psychology may opt to complete their degree by taking an internship in Educational psychology instead of the Capstone course. During the internship experience, students will meet weekly with their assigned NCU professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice

PSY-6810 - Capstone for Educational Psychology

Semester Credits: 3 Weeks: 8

The Capstone course in Educational Psychology is an opportunity to incorporate their knowledge and understanding of educational concepts and processes that have been learned throughout the program. Students will demonstrate a range of competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the program. The final product for the course will include a written document summarizing this work.

PSY-6803 - Gifted and Talented Education for Diverse Populations

Semester Credits: 3 Weeks: 8

Working with children and families who have diverse developmental and learning needs requires not only a deep understanding of and respect for the individual child, but also research-based knowledge. Theories of giftedness, talent development, instructional strategies, diversity and technological issues, implications for educational practices and psychological inquiry. In this course, students will develop and assess practical strategies and tools needed in

educational settings to plan curriculum, teach, assess and if necessary, refer young children. Using the child's unique characteristics, students will learn to help create supportive, challenging, and experiences environments.

PSY-6802 - Educational Psychology for Diverse Populations

Semester Credits: 3 Weeks: 8

This course, Educational Psychology for Diverse Populations, focuses on the notion that people have different backgrounds, perspectives and values, including different approaches to learning. This course covers research and theory on cultural differences, social groups, attitudes, beliefs, and biases regarding diverse populations. Students will discuss current conceptual, theoretical, and methodological work in education and psychology and consider the role of race, ethnicity in students' school experiences, academic achievement, and development in multicultural settings.

PSY-6801 - Foundations of Educational Psychology

Semester Credits: 3 Weeks: 8

This course is an introduction course to studies in Educational Psychology. In this course, students will examine the application of psychological theories to the learning processes applying the principles of psychology and research to the practice of teaching and understanding the classroom settings. It is important to understand how students learn and how that learning varies and is affected by each student's context, culture and development. This course will focus on the psychological concepts and principles in the learning and instructional processes, development of teaching methods, knowledge and skills, and enhancement of learning environments. The primary objective is to facilitate a clear understanding of the complex and dynamic processes of learning and development as they related to the principles of learning and teaching.