April 2020 Catalog

Published April 6, 2020 and effective until July 6, 2020

Contact Information

Administrative/Legal Headquarters
11355 N. Torrey Pines Road
La Jolla, CA 92037

Scottsdale Service Center
8667 East Hartford Drive, Suite 100
Scottsdale, Arizona 85255
p: 888-327-2877 (toll-free) | **f:** 844-851-5889

Website: www.ncu.edu

Prospective Students Contact: admissions@ncu.edu
Current Students Contact: information@ncu.edu

DISCLAIMER

Although every effort has been made to ensure the accuracy of the information in the Northcentral University Catalog, students and others who use the Catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of government statutes, rules, and policies adopted by the Board of Trustees of Northcentral University, or by the President or designee. More current or complete information may be obtained from the appropriate department, school, or administrative office.

The information this document contains was accurate when it was published and placed on the Internet. Fees, deadlines, academic requirements, courses, degree programs, academic policies, and other matters described in this Catalog may change without notice.

The Catalog is updated regularly. Students are subject to the provisions of the most recent Catalog; however, if the student maintains continuous enrollment, every effort will be made to ensure the continuity and consistency of his or her degree program. If a student does not maintain continuous enrollment, his or her degree program is subject to change in alignment with the most recent provisions in the Catalog.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, https://www.bppe.ca.gov/, (888) 370-7589 (phone), or (916) 263-1897 (fax).

Copyright © 2020/ All Rights Reserved

Table of Contents

April 2020 Catalog 1

DISCLAIMER 1

About NCU 3

Mission 3

Vision 3

VALUES: I.D.E.A.s Founded on INTEGRITY 3

Distance Learning at NCU 3

Facilities 4

Board of Trustees Members 4

History and Accreditation of Northcentral University 5

Key Dates in NCU History 6

Facts & Figures 6

Accreditation & Academic Alignment 8

Institutional Learning Outcomes 8

Northcentral University Holiday Closures 8

Graduation Calendar 8

Academic Administration & Faculty 8

Office of the President 9

School of Business 9

Administration & Faculty 10

School of Education 11

Administration & Faculty 11

Graduate School 12

Administration & Faculty 12

School of Health Sciences 13

Administration & Faculty 13

School of Social and Behavioral Sciences - Department of Marriage & Family Sciences 13

Administration & Faculty 14

School of Social and Behavioral Sciences - Department of Psychology 15

Administration & Faculty 15

School of Technology 16

Administration & Faculty 16

School of Undergraduate Studies 16

Administration & Faculty 16

Student Support Services 17

Enrollment Services 17

Office of the Registrar 17

NCU Transcripts 17

Academic and Finance Advising 18

Disability/ADA Services 18

Center for Teaching and Learning (CTL) 18

Academic Success Center (ASC) 18

The Commons 18

NCU Library 19

Getting Started with the University Library 19

Alumni Services 20

Admissions Requirements 20

Notice of Nondiscrimination and Section 504/ADA Coordinator 20

General Admissions Requirements 21

Online Requirements 21

Technical Requirements 21

Application Requirements 22

Admissions & Evaluation Procedures 22

Acceptance Requirements 22

Undergraduate Programs and Certificates 22

Graduate Programs and Certificates 23

Basis for Admissions 24

Official Basis for Admission 24

Provisional Basis for Admission 25

International Basis for Admission Requirements 25

Address for Submission of Transcripts 27

Acceptance to the University 28

Letter of Acceptance 28

Transfer Credit 28

Undergraduate 29

Graduate 29

Military Transfer Credit 30
Transferability of Credits and Credentials Earned at Our Institution 31
Non-Degree Applicants 32
Matriculation 32
Student's Right to Cancel 32
Re-entry Enrollment 32
General Re-entry Guidelines 33
Denied Admissions 35
Tuition & Fees 35
Tuition & Fees Disclaimer 35
Program Costs 35
School of Business Tuition Rates 36
School of Education Tuition Rates 39
School of Health Sciences Tuition Rates 44
School of Social and Behavioral Sciences - Department of Marriage and Family Sciences Tuition Rates 45
School of Social and Behavioral Sciences - Department of Psychology Tuition Rates 47
School of Technology Tuition Rates 49
School of Undergraduate Studies Tuition Rates 51
Non-Degree Tuition Rates 52
Miscellaneous Fees 52
Financial Policies 53
Method of Payment 53
Statement of Financial Responsibility 53
Meeting Financial Obligations 53
Personal Responsibility 54
Forbearance and Deferment Options 54
Default of Financial Obligation 54
Waiver of Tuition/Fees 54
Refund Policy 55
Calculating Refunds 55
Refund Processing Time 55
State-Specific Refund Policies 55
Alabama Refund Policy 55
California and Washington D.C. Refund Policy 56
Georgia Refund Policy 57
Iowa Refund Policy 58
Kansas Refund Policy 59
Maryland Refund Policy 59
Oregon Refund Policy 59
Washington State Refund Policy 59
Wisconsin Refund Policy 59
Student Aid 60
General Student Aid Eligibility 60
Financial Aid Programs and Assistance 61
Federal Direct Loan Program which includes: 62
Federal Direct PLUS Loans 63
Additional Assistance Options 64
Additional Assistance Options 64
Northcentral University Payment Plan and Fees 66
Payment Plans and Fee Information 66
Undergraduate Payment Plans 67
Post-Baccalaureate Certificate, Master's Degree, Post-Master's Certificate, and Doctoral Degree Payment Plans 67
Application and Forms 68
Forms 68
Application Process 69
Verification 70
Student Notification of Verification 70
Verification Tracking Groups 72
Verification Resolution 73
Database Matches 74
Selective Service 75
Department of Homeland Security (DHS) 75
Social Security Administration (SSA) 76
Veteran's Affairs (VA) 77
National Student Loan Data System (NSLDS) 77
Department of Justice (DOJ) 78
Student Budgets 78
Direct and Indirect Costs 79
Awarding/Packaging Financial Aid 80
Packaging Overview 81
Estimated Financial Assistance 81

Federal Grants & Loans 81
Award Package Notification and Appeals 83
Professional Judgement 84
Professional Judgement Criteria & Process 84
Disbursement Process 85
Definition of Disbursement and Disbursement Methods 85
Late Disbursements 86
Additional Disbursement Information 86
Return of Title IV Funds 87
Title IV Return Process 87
Academic & University Policies 90
Educational Materials and Resources 90
Program, Course Start Date 90
Faculty Assignment Disclosure Policy 90
Add/Drop Period 91
Dropping a Course 91
Attendance Requirements 91
Academic-Related Activities 92
Continuous Enrollment 92
Enrollment Status 92
Semester Credit Hours 93
Student Workload 93
Grades 93
Academic Performance Grade Scale 93
Grading Policies & Procedures 94
Repeating Doctoral Sequence Courses 96
Maximum "RD" Grade Policy for Doctoral Sequence Courses 97
ADA Course Accommodations 97
Administrative Course Codes 97
Grade Appeals 98
Grade Appeal Procedure 99
Satisfactory Academic Progress 99
SAP Procedures 99
SAP Evaluation Statuses 101
SAP Right to Appeal 102
Time Limits for Degree Completion 102
SAP Maximum Time to Completion 103
Academic Maximum Time to Completion 103
Changing Degree Programs 104
Program Discontinuation 104
Academic Leave of Absence 104
Academic Leave of Absence (LOA) Policy 105
Military Leave of Absence 106
MLOA Criteria & Process 106
Student Withdrawal from the University 108
Academic Dismissal 108
Administrative Dismissal 108
Administrative Dismissal Appeal Procedure 108
Honor Societies 109
Honor Society Criteria & Associations 109
Graduation Requirements 111
Degree Requirements 111
Diploma Application and Degree Conferral 112
Commencement Ceremony 112
Dissertation of the Year Award 113
Licensure and Certification 113
Ethical Standards & Practices 113
Code of Conduct 113
Procedure: Responding to Alleged Violations of Code of Conduct 114
Academic Integrity 115
Scope of Policy 116
Use of Text Matching Service 116
Re-using or Re-purposing Prior Work 116
Acceptable Use of Information Technology 117
Scope 117
Fair Use of Copyrighted Material 119
Institutional Review Board (IRB) 120
Statement of Principles 120
Establishment of Institutional Review Board (IRB) 120
Signatory Official 120
Authority of the IRB 120
Institutional Research and Course-Based Projects . 121
Unsupported Research 121

Researcher Responsibilities 121
Additional Responsibilities for Faculty 123
IRB Director Responsibilities 123
IRB Chair Responsibilities 123
IRB Member Responsibilities 124
Appeals Process 124
Violations 124
Student Rights & Responsibilities 125
Student Responsibilities 125
Well-Being and Safety 125
Americans with Disabilities Act (ADA) 125
ADA Regulations 126
Student's Responsibilities 126
Obtaining Assistance 127
ADA/Section 504 Grievance Procedure 128
Title IX Notice of Nondiscrimination 129
Policy & Procedure 129
Privacy Statement 129
Student Educational Records 130
FERPA Rights 130
Procedure to Inspect and Retrieve Education Records 130
Education Records 131
Disclosure of Educational Records 131
Student Grievances 132
Complaint Procedure 132
Procedure: Filing a Grievance 133
School of Business 134
Mission, Vision, Pillars and Objectives 134
School of Education 191
Mission, Vision, and Goals 191
Mission Statement 191
Vision 191
Goals 191
School of Health Sciences 251
Mission, Vision, and Values 251
Mission 251
Vision 252
Values 252
Department of Nursing (SHSDN) 252
School of Social and Behavioral Sciences 260
School Mission, Vision, and Goals 260
Mission Statement 260
Vision Statement 260
Goals 260
Department of Marriage and Family Sciences 261
Mission Statement 261
Vision Statement 261
Department Goals 261
Licensure and Accreditation 261
Liability Insurance 262
Marriage and Family Therapy Information 262
Department of Psychology 298
Mission Statement 298
Vision Statement 298
Goals 298
Licensure 298
School of Technology 323
NCU School of Technology 324
Curriculum 324
Faculty and Instruction 324
Quality Education at your Convenience: 324
School of Undergraduate Studies 346
School of Undergraduate Studies Mission 346
Objectives 346
Course Descriptions 359
Course Codes and Course Length 359
Course Codes 359
Course Numbering 359
Course Length 359

About NCU

Mission

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

Vision

NCU 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: 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 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 an 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: 11355 N. Torrey Pines Road; La Jolla, CA 92037 (Administrative/Legal Headquarters)

Board of Trustees Members

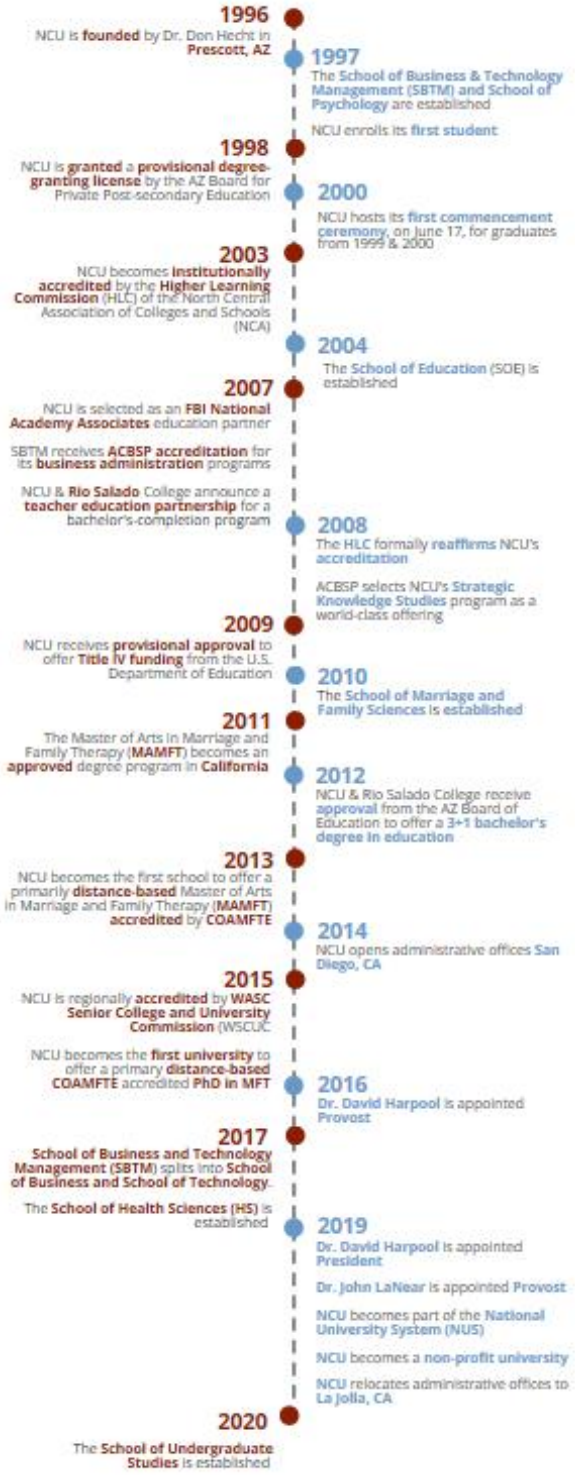
- Ms. Stacy Allison, Professional Speaker, Author
- Mr. Richard Chisholm, Treasurer, Managing Director, Higher Education & Nonprofit Group, Wells Fargo Securities
- Mr. Tom Clevinger, Sr. Vice President/General Manager - Global Navistar Inc.
- Ms. Jeanne Connelly, Secretary President, Connelly Consulting
- Dr. Michael R. Cunningham (Ex Officio), Chancellor, National University System
- Mr. Gerald Czarnecki, Chairman & CEO, Deltennium Group, Inc.
- Ms. Kim Folsom, Serial High Tech, Venture-Backed Entrepreneur
- Mr. Robert Freelen, Vice President of Public Affairs, Emeritus Stanford University
- Mr. Harold Greenberg, Executive, Retired, Chair, The Royce Companies
- Ms. Ruthann Heinrich, Executive, Retired
- Ms. Rebecca Henderson, CEO, Randstad Sourceright
- Mr. W. H. Knight, Jr. (Joe), Distinguished Academic in Residence, Seattle University School of Law
- Dr. Donald Kripke, Vice Chairman, Clinical Associate Professor of Psychiatry, School of Medicine, University of California San Diego
- Ms. Jean Leonard, Educational Consultant, Retired, JM Leonard & Associates
- Dr. Erlinda J. Martinez, Higher Education President, Retired
- Mr. Michael R. McGill, P.E. President, MMS Design Associates
- Mr. Tom Page, retired, Chairman of the Board of San Diego Gas and Electric Company
- Ms. Joanne M. Pastula, Executive, Retired
- Mr. Dan Pittard, Chairman and CEO, Pittard Partners LLC
- Mr. Hiep Quach, Executive, Retired

- Dr. E. Lee Rice, CEO and Medical Director, Lifewellness Institute
- Mr. Carlos Rodriguez, Rodriguez & Company
- Mr. Jay Stone, Vice President, Van Scoyoc Associates, Inc.
- Mr. Thomas Topuzes, President and CEO, Thomas Topuzes & Associates, LLC

History and Accreditation of Northcentral University

Founded in 1996, NCU is a regionally accredited, private, online, and graduate-focused university, serving professionals globally. The University offers bachelor's degrees in business, education, and psychology as well as master's and doctoral programs, in business, technology, education, psychology, marriage and family therapy, and health sciences. 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, www.wascsenior.org.

Key Dates in NCU History



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
    - The School of Undergraduate Studies
- 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 over 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 Master of Arts in Marriage and Family Therapy (MAMFT) program
- NCU offers the first ever (and currently only) Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) Accredited distance-based Doctor of Philosophy in Marriage and Family Therapy (PhDMFT) program
- NCU's Master of Social Work program, has been granted Candidacy accreditation status by the Council on Social Work Education
- 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
    - **Great Start** is a self-guided roadmap located in NCUOne that introduces students to the various academic and student support services available and helps students prepare themselves to be successful in their program.
    - The **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, Academic Writer, ASC 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

Accreditation & Academic Alignment

- NCU is regionally accredited by the WASC Senior College and University Commission
- NCU Master of Business Administration (MBA), Master of Science in Organizational Leadership (MSOL), Doctor of Business Administration (DBA), and Doctor of Philosophy in Business Administration (PhD-BA), and Doctor of Philosophy in Organizational Leadership (PhD-OL) 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) program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- NCU offers the first primarily distance-based Doctor of Philosophy in Marriage and Family Therapy (PhDMFT) program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- The PhDMFT and MAMFT programs are accredited by the International Family Therapy Association (IFTA) accrediting body, International Accreditation Commission for Systemic Therapy Education (IACSTE)
- 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 specialization for the MBA program as fully aligned with SHRM standards
- NCU's Master of Social Work (MSW) program has been awarded Candidacy accreditation status with Council on Social Work Education (CSWE)

Institutional Learning Outcomes

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**
New Year’s Day	Wednesday, January 1, 2020
Memorial Day	Monday, May 25, 2020
Independence Day	Friday & Saturday, July 3 & 4, 2020
Labor Day	Monday, September 7, 2020
Thanksgiving	Thursday & Friday, November 26 & 27, 2020
Winter Holiday Break	Monday December 21, 2020 through Friday, December 25, 2020

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 President

Name	Qualifications
Harpool, David, President	**PhD, Higher Education Leadership, Saint Louis University** **Juris Doctorate, School of Law, University of Missouri-Columbia**
LaNear, John, Provost and Chief Academic Officer	**PhD, Educational Leadership and Policy Analysis, University of Wisconsin-Madison** **J.D. School of Law, University of Missouri-Kansas City**
Marlaire, Colin, Associate Provost	**PhD, English, Marquette University**
Nickel, Jamie, CFO/ Sr. Business Analyst	**BS, Business Administration, University of California, Berkeley, CPA**
Billings, James, Dean School of Behavioral and Health Sciences	**PhD, Marriage and Family Therapy/Counseling, Loma Linda University**
Cooper, Tammi, Interim Dean School of Business	**PhD, Organization and Management, Capella University**
Dunham, Chris, Dean School of Undergraduate Studies	**Masters of Business Administration, Webster University**
Riggle, Andy, Dean School of Education	**PhD, Educational Leadership, University of Dayton**
Sapp, Robert, Dean School of Technology	**EdD, Higher Education Administration, University of Pennsylvania**
Shanderson, Laurie, Dean School of Health Sciences	**PhD, Health Services Administration, Walden University**
Clegg, Robert, Faculty Senate	PhD, Human Services, Capella University
Collins, Rebecca, Sr. Grants Writer	PhD, Northcentral University
Conlon, Rob, Director of Financial Aid Oversight	MBA, Business Administration, Alaska Pacific University
Goodwin, Annabelle, Director of Equity and Inclusion	PhD, Human Development, MFT, Virginia Polytechnic Institute and State University
Gutterud, Molly, Vice President of University Communications and Advancement	MBA, Marketing, Northcentral University
Hensley, Jessica, Assistant Dean of the Graduate School	MEd, Higher Education Leadership, Northcentral University
Racer, Jennifer, Vice President of University Governance Policy and Student Records	MA, Organizational Management, University of Phoenix
Young, Chelsea, Vice President of Academic Engagement	MBA, Management, Northcentral University

School of Business

Administration & Faculty

Name	Qualifications
Cooper, Tammi, Dean	**PhD, Organization and Management, Capella University**
Scheg, Abigail, Associate Dean	**PhD, Composition, and TESOL, Indiana University of Pennsylvania**
Menefee, Stephanie, Associate Dean	**PhD, Public Administration, Old Dominion University**
Hughes, Larry, Director of Assessment	**PhD, Organizational Behavior Statistics/Methods, University of Nebraska**
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**
Frame, John, Associate Director Faculty Support and Development	PhD, Social Policy, University of Oxford
Abubaker, Riyad, Faculty	PhD, Financial Economics and Macroeconomics, University of California
Agada, Chris, Faculty	PhD, Organizational Management, Capella
Allen, Brian, Faculty	DBA, Technology Entrepreneurship, Walden University
Bakari, Marie, Faculty	DBA, Business Administration, Walden University
Biddle, Jennifer, Faculty	PhD, Criminal Justice, Rutgers the State University of New Jersey
Bennett, John, Faculty	PhD, Organizational Leadership, Regent University
Beverley, Charles, Faculty	PhD, Health Services Policy and Management, University of South Carolina
Briggs, Rickard, Faculty	DEL, Executive Leadership, Mountain State University
Butler, Robin, Faculty	DM, Management, University of Maryland
Hoffer, Erin, Faculty	PhD, Law and Public Policy, Northeastern University, Boston, Massachusetts
Kimmel, Sharon, Faculty	PhD, Applied Social Research, Lehigh University-Bethlehem
Lindsay, Vicki, Faculty	PhD, Criminal Justice, University of Southern Mississippi
Lowery, David, Faculty	DPA, Public Administration, Valdosta State University
Markham, Paul, Faculty	DBA, Business Administration, Valdosta State 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

Smock, Carissa, Faculty	PhD, Health Policy and Management, Kent State University
Sopko, Leila, Faculty	PhD, Applied Management and Decision Sciences, Walden University
Thompson, Richard C., Faculty	PhD, Strategic Management, University of Colorado-Boulder
Visi, Olgerta	PhD, Business Management, University of Tirana
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**
Babcock, Ashley, Associate Dean of Faculty	**EdD, Educational Leadership, Argosy University of Northern Virginia**
Pucci, Thomas, Associate Dean of Students	**PhD, Education, Curriculum and Instruction, University of New Mexico-Albuquerque**
Wellner, Laurie, Associate Dean	**EdD, Organizational Leadership, University of La Verne, California**
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
Bedford, Laurie, Faculty	PhD, Adult and Post-Secondary Education, University of Wyoming
Beverly, Monifa, Faculty	PhD, Education, University of North Carolina at Chapel Hill
Buckley, Robin, Faculty	PhD, Clinical School Psychology, Hofstra University-Hempstead
Broderick, Maggie, Faculty	PhD, Foreign Language Education, University of Pittsburgh
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
Gillenwater, Cary, Faculty	PhD, Education, University of North Carolina at Chapel Hill
Graham, Gordon, Faculty	PhD, Continuing Education, University of Calgary
Jenkins, Chris, Faculty	PhD, Curriculum and Instruction, Oklahoma State University
Kamm, Brandy, Faculty	PhD, Educational Leadership, University of Florida
Kelsey, Marla, Faculty	EdD, Child and Youth Studies, Nova Southeastern University-Fort Lauderdale
Lloyd, Carrie, Faculty	PhD, Psychology, Northern Illinois University-Dekalb
Mozes-Carmel, Abraham, Faculty	PhD, Social and Systemic Studies, Nova Southeastern University-Fort Lauderdale. JD, University of Florida
Nelson, Deborah, Faculty	PhD, Counseling and Personnel Services, University of Maryland-College Park
Rodriguez, Ray, Faculty	EdD, Learning Analytics in Higher Education, Northcentral University
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
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

Graduate School

Administration & Faculty

Name	**Qualifications**
Hensley, Jessica, Assistant Dean	**MEd, Leadership in Higher Education, Northcentral University**
Miller, Heather, Interim Director, IRB	**PhD, Biological Education, University of Northern Colorado**
Walton, Katja, Director, Dissertation Completion Pathway	**M.N.M., Regis University**
Benders, David, Faculty	PhD, Education Administration Learning Management, Walden University
Ison, David, Faculty, IJOGE Editor	PhD, Educational Studies, Higher Education Leadership, Aviation Higher Education, University of Nebraska - Lincoln

Larsen, Henrik, Faculty	PhD, International Psychology, The Chicago School of Professional Psychology

School of Health Sciences

Administration & Faculty

Shanderson, Laurie, Dean	**PhD, Health Services Administration, Walden University**
Jones, Wittney, Assistant Dean	**PhD, Health Services, Walden University**
Myers, Alice, Director of Nursing	**PhD, Adult and Post-Secondary Adult Education, Capella University**
Maze, Claire, Assistant Program Director/Professor, Nursing	**PhD, Nursing Professional, Barry University**
Ziemba, Steve, Curriculum Director	**PhD, Healthcare Administration, Capella University**
Bheda, Divya, Assessment Director	**PhD, Critical and Socio-Cultural students in Education, University of Oregon**
Gooden, Dale, MHA Program Director	**DHSc, Education, A. T. Still University of Osteopathic Medicine**
Arowolaju, Adebayo, Adjunct Faculty	PhD, Medical Sociology & Health Inequality, Howard University
Barnes, Ruth, Adjunct Faculty	PhD, Nursing Education, Capella University
Bartolotta, Theresa, Adjunct Faculty	PhD, Speech Language Pathology, Seton Hall University
Boese, Suzanne, Adjunct Faculty	DNP, Nursing, Touro University Nevada
Clegg, Robert, Faculty Lead	PhD, Human Services, Capella University
Davis, Lumbe, Adjunct Faculty	DHSc, Nova Southeastern University
Goins, Larry, Faculty	DNP, Nursing Practice, East Carolina University
Hale, Robyn, Adjunct Faculty	PhD, Nursing Science, Indiana University
Marshall, Brenda, Adjunct Faculty	PhD, Health Services Organization and Policy, University of Michigan
Miller, Julie, Adjunct Faculty	LLM, Health Law, University of Houston
Perritt, Kelly, Adjunct Faculty	PhD, Healthcare Administration, Capella University
Pritchard, Alison, Adjunct Faculty	PhD, Higher Education Administration and Leadership, University of Nebraska-Lincoln
Rogers, Jacqueline, Adjunct Faculty	EdD, Nova Southeastern University
Wilkinson, James, Adjunct Faculty	DBA, International School of Management Paris France

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**
Sutton, Asha, Faculty Director MAMFT Program	PhD, Human Development and Family Studies, Michigan State University - East Lansing
Lettenberger-Klein, Cassandra, Director MFT Clinical Training	PhD, Marriage and Family Therapy, The Florida State University-Tallahassee
Mull, Mindi, Associate Director, Faculty Support and Development	PhD, Psychology, University of Toledo-Toledo
Radu, Valerie L., MSW Program Director	PhD, Social Welfare, Case Western Reserve University - Cleveland
Wilson, S. Lavi, MSW Field Education Director	DSW, Social Work, University of Tennessee - Knoxville
Oliver, Tracy, Associate Director of MFT Clinical Training	PhD, Family Therapy, Nova Southeastern University-Fort Lauderdale
Perera, Sivatharshimi, Associate Director, Faculty Support and Development	PhD, Nova Southeastern University - Fort Lauderdale
Sutton, Asha, MAMFT Program Director	PhD, Human Development and Family Studies, Michigan State University - East Lansing
Watters, Yulia, Director, Curriculum Development	PhD, Marriage and Family Therapy, Nova Southeastern University - Fort Lauderdale
White, Mark, Director, MFT Doctoral Programs	PhD, Human Ecology (Specialization: Marriage and Family Therapy), 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
Barden, Jane, Faculty (MSW)	PhD, Social Service Administration, University of Chicago - Chicago
Bickler, Aurelia, Faculty	PhD, Family Therapy, Nova Southeastern University-Fort Lauderdale
Brocksen, Sally, Faculty (MSW)	PhD, Social Work, Virginia Commonwealth University
Cannon, Judith, Faculty	PhD, Marriage and Family Counseling, Texas Woman's University
D'Arrigo-Patrick, Elizabeth, Faculty	PhD, Marital and Family Therapy (Concentration: Medical Family Therapy), Loma Linda University
Fix, Lauren, Faculty	PhD, Marriage and Family Therapy, University of Louisiana at Monroe

Glass, Valerie, Faculty	PhD, Human Development, Virginia Polytechnic Institute and State University-Blacksburg
Goodwin, Annabelle, Faculty and NCU Director of Equity and Inclusion	PhD, Human Development, Virginia Polytechnic Institute and State University-Blacksburg
Harrison, Kristi, Faculty (Appointment as Associate Director of Doctoral MFT Clinical Training)	PhD, Human Development and Family Studies, University of Connecticut – Storrs
Holt, Deborah, Faculty (MSW)	PhD, Social Work, University of Alabama, Tuscaloosa
Kelledy, Lisa, Faculty	PhD, Family Therapy, Nova Southeastern University - Fort Lauderdale
Klock-Powell, Kathryn, Faculty	PhD, Marriage and Family Therapy, University of Georgia - Athens
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
Matta, Thomas, Faculty	PhD, Sociology, University of Southern California - Los Angeles
O'Dare, Kellie, Faculty (MSW)	PhD, Social Work, Florida State University - Tallahassee
Postanowicz, Patricia, Faculty	PhD, Marriage and Family Therapy, The Florida State University - Tallahassee
Schmittel, Emily, Faculty	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
Smith, Craig, Faculty	PhD, Marriage and Family Therapy, Brigham Young University
Veldorale-Griffin, Amanda, Faculty	PhD, Marriage and Family Therapy, The Florida State University - Tallahassee
Volini, Lucas, Faculty (DMFT)	DMFT, Argosy University – Egan Minnesota
West, Charles, Faculty	PhD, Family and Child Development, Virginia Polytechnic Institute and State University-Blacksburg

School of Social and Behavioral Sciences - Department of 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
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**
Warner, Connie, Associate Dean	**PhD, Educational Leadership, Oakland University**
Twilley, Jennifer, Director of Curriculum	**EdD, Instructional Design, University of Central Florida**
Appunn, Frank, Faculty	PhD, Business Administrations, Capella University
Dugan, Carrie, Faculty	PhD, Pure Mathematics, Kent State University
Fonseca-Lind, Sandra, Faculty	DBA, Business Administration - Management Information Systems, Turabo University

School of Undergraduate Studies

Administration & Faculty

Name	**Qualifications**
Dunham, Chris, Dean	**Masters of Business Administration, Webster University**
Walton, Erin, Assistant Professor, General Education	**Doctor of Education, University of Concordia-Portland; Master of Education-Curriculum and Instructional Design, Western Governor's 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, collects required admissions documents 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.

New Student Advisor - The New Student Advisors supports student from the time that they enroll and through their first week of class ensuring that student have everything that they need to be successful such as orientation or and walk to class. The New Student Advising team ensures that students are prepared for class and help them become acclimated to being an NCU student.

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.

Official transcripts can be requested through *NCUOne* or via the Transcript Request form. The cost is $10.00 for each transcript. If a student needs an official transcript expedited, there will be an additional cost to the student.

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.

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 be 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. For additional information, see the Student Rights & Responsibilities section.

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 writing and statistics resources, Grammarly, Academic Writer, ASC Chat, recorded coaching, live group coaching, and live individual coaching. Access the ASC through the *NCUOne* Homepage under the Center for Teaching and Learning (CTL).

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 program courses. 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
- Virtually meet 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. With more than 100 electronic databases, the Library's eResource collection features eBooks, scholarly journals, conference proceedings, magazines, newspapers, and streaming video accessible to students, faculty, and staff online 24/7. Library staff members are available to help students, faculty, and staff with locating research through best practices and navigating resources that support their information need

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/d2l/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

- *Tiered Levels of Service*
    - *Self-Directed Learning Resources – NCU Library offers self-directed learning resources available 24/7 including Frequently Asked Questions and Answers, Library Guides, and Recorded Workshops & Tutorials*
    - *Live Assistance – Library team members are available via phone, chat, and text during the hours posted on the homepage. Students can also submit a question to Ask a Librarian when live assistance is not available*
    - *Group Sessions – Meet with a Library team member and other students for help locating, evaluating, and using information effectively*
    - *One-to-One Sessions – Meet with a Library team member individually to increase competence in locating, evaluating, and using information*
- *Library Hours*
    - Library staff are available Monday - Thursday, 8 a.m. - 9 p.m., Friday, 8 a.m. - 5 p.m., and Sunday, 10 a.m. – 7 p.m. Arizona time, excluding holidays

Students can contact the NCU Library by phone at 888-628-1569, text at 928-550-6552, email at library@ncu.edu, or by visiting the Library homepage and using the Ask a Librarian feature or chat service.

Alumni Services

Students who were awarded a degree from NCU are considered graduates or NCU alumni. 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 disabilitiesservices@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.

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 2GB or greater is recommended
- Minimum 40 GB of free hard disk space, 50 GB or greater is recommended
- 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 10 is recommended
- Minimum of Microsoft Office 2010 or above is recommended
- IE 8, Firefox 3.6 or Safari 4.0
- Adobe Reader 10 or latest version and Adobe Flash Player 30
- High-quality antivirus software

Recommended software applications for MAC systems:

- MAC OS X is recommended
- Microsoft Office 2011 for MAC or above
- Firefox 3.6 or Safari 4.0
- Adobe Reader 10 or latest version and Adobe Flash Player 30
- 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)

Additionally, a Social Security Number (SSN) is required to be recorded on a student's education record if the student has or will receive U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification Form if the student prefers to have the Social Security Number omitted from the student's education record. Should the University be made aware that U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to the student's education record by the Office of the Registrar. If this occurs, the student will be notified by the Office of the Registrar that the SSN Override has been administratively rescinded.

Note: Applications are good for 365 days from the date of completion for the original program of interest. New applications are required if there is a change in the program of interest.

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.

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.

Incomplete applications and those without official transcripts or credentials evaluations for applicants with international credentials will not be evaluated. Certain programs may require additional information or documents. Applications missing all required documents will be considered incomplete and will not be evaluated.

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, evaluation, and application requirements or 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

Students in a Bachelor degree program must satisfactorily complete a minimum of 36 semester credit hours in General Education. This requirement may be satisfied through transfer credit. To be considered for transfer credit, the general education courses must be completed at the associate and bachelor degree levels; remedial and developmental courses cannot be accepted as transfer credit. Courses must also be completed at a regionally or nationally accredited academic institution. For more information on transfer credit, please visit Transfer Credit.

The table below outlines the required credits by subject:

Communication Arts	6
Mathematics	3
Science and Technology	6
Humanities	6
Social Sciences	6
Interdisciplinary Studies	9
Total General Education Credits	**36**

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 transcript@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.ets.org/toefl 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

Northcentral University is not a Student Exchange Visitor Program (SEVP) certified school, and thus is not authorized to issue form I-20, nor will full-time attendance at NCU by a non-citizen satisfy F-1 student status. NCU does not require international students to study in the United States. A citizen of a foreign country attending NCU does not need a student VISA. 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
8667 E. Hartford Drive, Suite 100
Scottsdale, AZ 85255

Transcripts sent electronically can be emailed to transcript@ncu.edu

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, program of interest, 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.

Students who do not become vested in a course with a start date that occurs within 150 days of their application date are considered "no starts".

Transfer Credit

Requests for course transfer credit must be made along with the admissions application 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. 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. If quarter or trimester credit hours have been earned for a course to be accepted, they are converted to semester credit hours.

Credit hours considered for transfer 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
- Have been completed within the last 5 years for Master's level degrees and within the last 7 years for Doctoral level degrees

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. The University 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 within five (5) years prior to acceptance at NCU, while enrolled at a regionally or nationally accredited institution
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade
- A maximum of twelve (12) semester credits may be transferred from a conferred graduate level program, except for the MAMFT program which will allow a maximum of fifteen (15) semester credits; exceptions to the stated maximum may be granted by the School Dean or designee
- No more than nine (9) semester credits can be applied to specialization courses
- 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 a maximum of 15 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 Master degree program in Marriage and Family Therapy.

Note: The **Master of Social Work** may accept 6 semester credit hours in transfer towards the advanced track and 12 semester credit hours in transfer towards the foundation track. Graduate coursework must have been completed as part of a non-conferred

graduate degree from 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.

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
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade
- A maximum of twelve (12) semester credits may be transferred from a conferred graduate level program
- No more than nine (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
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade
- A maximum of twelve (12) semester credits may be transferred from a conferred graduate level program
- No more than nine (9) credits can be applied to specialization courses

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.

Note: 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.

Example: MBA-5102 could be used to satisfy BTM-7101.

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.

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.

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.

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. For tuition information specific to Non-Degree applicants, please see Tuition and Fees - Non Degree Tuition. 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.

Note: Non-Degree students will be reported to the National Student Clearing House as attending less than half-time and are not eligible to receive financial aid or have their loans placed in deferment status.

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.

Re-entry Enrollment

Students who have been out of attendance for less than 365 days will be allowed to return to the degree program/catalog version that they were enrolled in prior to exiting the University. New application paperwork is not required unless the student changes degree program/catalog version.

Students who have been out of attendance for over 365 days must reapply for re-entry to the University under the most current degree program/catalog version. Students applying for re-entry must meet all applicable University policies including the basis for admission criteria in effect at the time of their re-entry enrollment.

All returning students are submit to current tuition rates and fees applicable at the time of their return. Click here for current tuition information.

Students who are academically or administratively dismissed may not be eligible to return to the University. See Academic and Administrative Dismissal policies for additional information.

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 re-entry to NCU.

General Re-entry 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, re-entry enrollment may be denied and the student should consider a different program.

If a student returns to the University for an additional degree and has previously completed NCU credits that can be applied to their new program, only the passing grade will carry over. Any unsuccessful coursework attempts will remain in the previous program and shall not negatively impact the new programs SAP status or maximum time to completion. Minimum grade requirements and other transfer credit policy still apply.

Mandatory Program Comparison

When a student is re-entering the University, after being out of attendance for over 365 days or returning to the university to a different degree program, all programs the student had started prior to leaving the University will be compared to the program the wishes to re-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 for the purposes of SAP. 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 comparison determines there has not been a substantial change since the student left the University. SAP does not restart and all previously taken courses count for purposes of calculating Course Completion Rate, SAP Maximum Time Frame, and Cumulative GPA. A SAP Appeal will need to be filed and approved for all program extensions needed for re-entry enrollment 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.

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
- Are returning within 365 days from their last date attendance

Under these circumstances, students may return to the same degree program/catalog version, 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 degree program/catalog 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. 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 returns to 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.

Re-entry after Withdrawal for Non-Payment

All prior financial obligations must be met before a student may return and 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.

Re-entry 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 the Provost 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

Post-Baccalaureate Certificate - Business

Total Number of Credit Hours Required to Complete Program	12
Number of Courses	4
Cost per Course	$3,159
Course Materials Fee (CMF), charged per course	$115
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$13,546**

Master of Business Administration (MBA)

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost per Course	$3,159
Course Materials Fee (CMF), charged per course	$95
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$32,990**

Master of Science in Accounting

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost per Course	$2,901
Course Materials Fee (CMF), charged per course	$200
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$31,460**

Master of Science in Organizational Leadership (MSOL)

Total Number of Credit Hours Required to Complete Program	30

Number of Courses	10
Cost per Course	$2,793
Course Materials Fee (CMF), charged per course	$80
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$29,180**

Master of Human Resources Management (MHRM)

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost per Course	$2,922
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$30,770**

Master of Legal Studies (MLS)

Total Number of Credit Hours Required to Complete Program	33
Number of Courses	11
Cost per Course	$2,637
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$30,667**

Master of Public Administration (MPA)

Total Number of Credit Hours Required to Complete Program	36
Number of Courses	12
Cost per Course	$2,148
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$27,546**

Post-Master's Certificate - Business Administration

Total Number of Credit Hours Required to Complete Program	18
Number of Courses	6

Cost per Course	$3,366
Course Materials Fee (CMF), charged per course	$115
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$21,336**

Doctor of Business Administration (DBA)

Total Number of Credit Hours Required to Complete Program	48
Number of Courses	16
Cost per Course	$3,366
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$56,066**

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	$3,519
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$65,952**

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

Doctor of Public Administration

Total Number of Credit Hours Required to Complete Program	54
Number of Courses	18
Cost per Course	$3,159
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$59,472**

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	$3,792
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$78,490**

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

Doctor of Philosophy Degree Program (PhD) in Human Resource Management

Total Number of Credit Hours Required to Complete the Program	60
Number of Courses	20
Cost per Course	$3,705
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$76,950**

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	$3,705
Course Materials Fee (CMF), charged per course	$95
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$76,450**

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
Number of Courses	10
Cost Per Course	$1,383*

Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$15,480**

*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	$2,202
Course Materials Fee (CMF), charged per course	$115
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$9,718**

Master of Arts in Teaching (MAT)

Total Number of Credit Hours Required to Complete Program	24
Number of Courses	8
Cost Per Course	$2,160
Course Materials Fee (CMF), charged per course	$80
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$18,370**

Master of Education in Educational Leadership (MEEDL)

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	$2,217
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$23,720**

Master of Education (MED) - All Other Specializations

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10

Cost Per Course	$2,202
Course Materials Fee (CMF), charged per course	$95
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$23,420**

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	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$23,802**

Post-Master's Certificate - Education

Total Number of Credit Hours Required to Complete Program	18
Number of Courses	6
Cost Per Course	$2,886
Course Materials Fee (CMF), charged per course	$115
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$18,456**

Education Specialist in Educational Leadership (EDS-EDL)

Total Number of Credit Hours Required to Complete Program	33
Number of Courses	11
Cost Per Course	$2,664
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$31,074**

Education Specialist Program (EDS) - All Other Specializations

Total Number of Credit Hours Required to Complete Program	33
Number of Courses	11
Cost Per Course	$2,664

Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$30,964**

Doctor of Education in Educational Leadership (EDD-EDL)

Total Number of Credit Hours Required to Complete Program	54
Number of Courses	18
Cost Per Course	$2,886
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$54,558**

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

Doctor of Education (EDD) - Nursing Education Specialization

Total Number of Credit Hours Required to Complete Program	54
Number of Courses	18
Cost Per Course	$2,886
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	$54,**558**

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	48
Number of Courses	16
Cost Per Course	$2,886
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$48,546**

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	$2,760
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$52,290**

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
Number of Courses	20
Cost Per Course	$3,489
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$72,630**

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	$3,525
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$73,350**

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	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$71,910**

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

School 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	$1,830
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$27,610**

Master of Science in Nursing (MSN)

Total Number of Credit Hours Required to Complete Program	36
Number of Courses	12
Cost per Course	$1,605
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$21,030**

Doctor of Health Administration (DHA)

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost per Course	$2,763
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$58,110**

Doctor of Nursing Practice in Executive Leadership (DNP)

Total Number of Credit Hours Required to Complete Program	46
Number of Courses (13 3-credit courses, 2 2-credit courses, 3 1-credit course)	18
Cost per 3 Credit Course	$2,142
Cost per 2 Credit Course	$1,428
Cost per 1 Credit Course	$714
Course Materials Fee (CMF), charged per course	$120

Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$34,854**

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 - 18
Number of Courses	4 - 6
Cost Per Course	$2,700
Course Materials Fee (CMF), charged per course	$115
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$11,710 - $17,340**

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	$2,700
Cost Per 1 Credit Course	$900
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$42,490-$56,540**

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	$3,207
Course Materials Fee (CMF), charged per course	$115
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$20,267**

*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	63
Number of Courses at 3 Credits	19
Number of Courses at 1 Credit	6
Cost Per Course	$3,207
Course Materials Fee (CMF), charged per course	$100
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$69,697**

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	$3,207
Cost Per 1 Credit Course	$1,069
Course Materials Fee (CMF), charged per course	$90
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$66,210**

Master of Social Work - Advanced Generalist

Total Number of Credit Hours Required to Complete Program	36
Number of Courses	12
Cost Per Course	$2,184
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$27,978**

Master of Social Work - Generalist

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	$2,184
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$46,330**

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

Post-Baccalaureate Certificate - Psychology

Total Number of Credit Hours Required to Complete Program	12
Number of Courses	4
Cost Per Course	$2,529
Course Materials Fee (CMF), charged per course	$115
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$11,026**

Master of Arts in Psychology

Total Number of Credit Hours Required to Complete Program	30 - 36
Number of Courses	10 - 12
Cost Per Course	$2,529
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$26,940 - $32,238**

Master of Science in Forensic Psychology

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	$2,577
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450

Total Estimated Cost of the Program	**$27,320**

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	$2,628
Course Materials Fee (CMF), charged per course	$115
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$27,880**

Master of Science in Health Psychology

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	$2,577
Course Materials Fee (CMF), charged per course	$95
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$27,170**

Master of Science in Industrial/Organizational Psychology

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	$2,628
Course Materials Fee (CMF), charged per course	$100
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$27,730**

Master of Science in Educational Psychology

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	$2,577
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$27,320**

Post-Master's Certificate - Psychology

Total Number of Credit Hours Required to Complete Program	18
Number of Courses	6
Cost Per Course	$3,393
Course Materials Fee (CMF), charged per course	$115
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$21,498**

Doctor of Philosophy Degree Program (PhD) - Psychology

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	$3,393
Course Materials Fee (CMF), charged per course	$115
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$70,610**

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	$3,000
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$31,550**

Master of Science in Cybersecurity

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	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$30,410**

Master of Science in Data Science

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	$3,042
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$31,970**

Master of Science in Information Technology

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	$2,916
Course Materials Fee (CMF), charged per course	$110
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$30,710**

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	$3,015
Course Materials Fee (CMF), charged per course	$80
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$31,400**

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	$3,234
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$67,530**

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
Number of Courses	20
Cost Per Course	$3,234
Course Materials Fee (CMF), charged per course	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$67,530**

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	$3,285
Course Materials Fee (CMF), charged per course	$65
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$67,450**

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

School of Undergraduate Studies 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	$120
Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$30,510**

*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.

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	$120

Learning Management Fee, one-time per program	$450
Total Estimated Cost of the Program	**$30,510**

*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.

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
Diploma Order - 3-Day Rush - Domestic/U.S	$125.00
Diploma Order - 3-Day Rush - International	$175.00
Official Transcript Fee	$10.00
Declined Credit Card Fee	$25.00
Late Payment Fee	$25.00
Returned Check Fee	$25.00

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

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 money 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 and diplomas 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 Academic and Finance Advisor 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 for 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 and Washington D.C. Refund Policy

The following refund policy applies to California and Washington D.C. 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%			

Georgia Refund Policy

The following refund policy applies to Georgia residents.

This refund policy is for refunding unused portions of tuition and fee charges in the event a student withdraws from or fails to begin a course or program of study.

All monies paid by a prospective student are refunded if the student requests a refund within three business days after signing an enrollment agreement; or no enrollment agreement is signed and prior to classes beginning the student requests a refund within three business days after making a payment.

The University refunds any unused portion of its tuition and fees if a student withdraws before completing fifty percent of the course. Refunds are based on tuition and fees paid for the course, made in full to the student within forty-five (45) days of the withdrawal date, and determined based on the proration of tuition and fees and percentage of course completed at the withdrawal date, up until 50% of the course, per the following pro-rata schedule.

% of Course Completed	% Refunded

Up to 10%	100%
10.01% to 20%	90%
20.01% to 30%	80%
30.01% to 40%	70%
40.01% to 50%	60%
More than 50%	0%

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

Washington State Refund Policy

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit http://www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

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.

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 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

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 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.

GI Bill® and Other VA Education Benefits

Northcentral University (NCU) does not determine student eligibility for education benefits from the U.S. Department of Veterans Affairs (VA), including GI Bill® benefits. Students may review benefit eligibility requirements at the official GI Bill® website, www.benefits.va.gov/gibill, and complete an application at www.VA.gov. For questions regarding VA education benefits, students should call the VA Education Call Center at 1-888-442-4551 or contact a NCU School Certifying Official (SCO) at veteransbenefits@ncu.edu.

Students are required to submit a Certificate of Eligibility (COE) or similar document, confirming benefit entitlement, to the SCO before enrollment will be certified to VA. Acceptable documentation includes Certificates of Eligibility (COE), Post 9/11 GI Bill® Enrollment Status pages from www.eBenefits.va.gov, statements of benefits from www.VA.gov, Web Automated Verification of Enrollment (WAVE) pages, and Authorization Forms (VA form 28-1905) for the Vocational Rehabilitation and Employment benefit.

Once a student's benefit documentation is on file, NCU will submit enrollment certifications to VA on a course-by-course basis, after the drop period of each course passes. Students receive confirmation emails every time enrollment certifications are submitted to VA.

NCU permits students utilizing Vocational Rehabilitation & Employment (chapter 31) or Post 9/11 GI Bill® (chapter 33) education benefits to attend and participate in a course while the university awaits payment from VA, for at least 90 days after the date NCU certifies the course charges to VA. NCU does not impose any penalty, including the assessment of late fees, the denial of access to courses or school resources, or the requirement to borrow additional funds, on these students due to the delayed payment from VA under chapter 31 or 33 benefits. Students utilizing the chapter 31 and 33 education benefits will still be responsible for any portion of their tuition and fee charges that are not coverable by VA under their specific benefit.

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 (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Yellow Ribbon Program

The Yellow Ribbon Program is a provision of the Post 9/11 GI Bill® benefit. It is designed to help students pay for their out-of-pocket tuition and fee costs after exhausting the annual private school funding limit of the Post 9/11 GI Bill®, during the VA academic year (August 01 - July 31). The annual limit for the Post 9/11 GI Bill® is subject to change each year and is listed at www.benefits.va.gov/gibill/post911_gibill.asp.

As a Yellow Ribbon Program 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.

The following individuals are eligible for Yellow Ribbon Program benefit:

- Veterans and their spouses, through transfer of entitlement, eligible for the Post 9/11 GI Bill® at the100% benefit level (based on service requirements).
- Dependent children, through transfer of entitlement, eligible for the Post 9/11 GI Bill® at the100% 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. When a student exhausts their entitlement to the Post 9/11 GI Bill®, they are also no longer eligible for the Yellow Ribbon Program.

For questions regarding the Yellow Ribbon Program at NCU, students should contact the NCU 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 obligation, 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 an 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 are 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 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		

The budgets for 2019-2020 are:

	Number of Courses in the Loan Period							
	1	2	3	4	5	6(+)	7	8(+)
Undergraduate	$3,833	$7,666	$11,499	$15,332	$19,165	$22,998	$26,831	$30,664
Master's and Post-Bachelors Certificates	$5,674	$11,348	$17,022	$22,696	$28,370	$34,044		
Doctoral and Post-Master's Certificates	$6,338	$12,676	$19,014	$25,352	$31,690	$38,028		

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	• 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

Estimated Financial Assistance (EFA) is the estimated amount of assistance for a period of enrollment that student (or Parent on behalf of a student) will receive from Federal, State, institutional, or other sources, such as scholarships, grants, net earnings from need-based employment, or loans. EFA does not include those amounts used to replace the expected family contribution (EFC). However, if the sum of the amounts received that are being used to replace the EFC exceed the EFC, the excess amount must be treated as EFA.

Note: The University's institutional research awards are not EFA because: the award is not considered a payment toward institutional charges or educational expenses included in the cost of attendance (COA); the award is not processed through a student's account or posted to a student's ledger; and the award is not contingent upon a student's enrollment at the University. Students are encouraged to seek assistance from outside resources. However, if, at any time during the award period, a student receives additional EFA that was not considered in calculating the student's eligibility, and if the additional EFA combined with the expected financial aid exceeds the student's need, the amount in excess of the student's need is considered an overaward.

The University's treatment of overawards in the Direct/Direct PLUS programs depends on whether the loans have been fully disbursed.

If the University discovers there's going to be an overaward before the Direct Loan funds are disbursed, the University will eliminate the overaward through the packaging process by canceling/reducing the Direct Loan, or by canceling/reducing aid over which the University has direct institutional control.

If the University discovers the overaward situation after the Direct Loan funds are disbursed, there is no Direct Loan overaward that needs to be addressed.

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:

Cost of attendance - EFC = 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.

Cost of attendance - EFC - Pell award - estimated financial assistance = student's need

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

Cost of attendance - Pell award - estimated financial assistance - subsidized Stafford loan = 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

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:

1. 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.
2. 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.

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 grading policies and 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.

The Office of the Registrar' Student Records department is responsible for monitoring compliance with continual enrollment requirements. Academic and Finance Advisors are notified of administrative withdrawals for non-compliance and are responsible 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 is enrolled and attending a course that meets the student's academic degree completion requirements. 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 is enrolled and attending a course that does not meet the student's academic degree completion requirements, 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+, DIS-9901A+, DIP-9901A+)	B = 3.00

NOTE: Doctoral students are required to have a minimum of a 3.0 GPA before entering into CMP courses (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 or 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 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:

- DIS-990XA, B, and C
- DIP-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 Re-entry Enrollment 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 *any combination* 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.

DIP Courses

DIP-9901A-DIP9904D	Students who are unable to earn a minimum passing grade of "B" or better by the fourth course within a dissertation block (DIP-990XA, DIP-990XB, DIP-990XC, and DIP-990XD) are subject to dismissal from the University.

Repeating Doctoral Sequence Courses

Students enrolled in course codes CMP-9600 through CMP-9799, DIS-9901A through DIS-9904D, and DIP-9901A through DIP-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 or DIP-990XA) and three, 8-week supplemental courses (DIS-990XB, DIS-990XD, DIP-990XB, and DIP-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 or DIP-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+, DIS-9901A+, and DIP-9901A+). During the dissertation block, a student will be allowed a maximum of three "RD" grades per dissertation block.

ADA Course Accommodations

Students receiving ADA accommodations that extend their original course completion date are also eligible for Dean approved course modifications and incomplete grade extensions beyond approved ADA accommodation date.

Administrative Course Codes

Administrative course codes do not contribute to GPA calculation.

Code	Explanation
DR (Dropped)	The "DR" course code is assigned when a student cancels participation in a course during the first seven (7) days of a course session and did not complete an academically related activity that met the University's attendance policy. Dropped courses only appear on the student's transcript when the student has posted attendance 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. **NOTE:** Courses where attendance was posted that received a "DR" course code will have an asterisk next to them in the student portal.
EXT (Extension)	An "EXT" course code is assigned when a course is extended past the original course end date. "EXT" are used for administrative purposes and will be replaced with a final academic letter grade once the extension period ends. **NOTE:** If an academic letter grade has been posted prior to an extension approval, the "EXT" course code will replace the grade until the extension period ends and a final grade is determined.
I (Incomplete) Grade	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.
NG (No Grade)	The "NG" course code is authorized for use by the Office of the Provost or Registrar to address administrative errors or specific accommodations as approved by leadership. The "NG" course code remains permanently on Northcentral University records but does not appear on the student's transcripts.
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, DIP-990XA, DIP-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)	A "W" is assigned when a student cancels participation in a course during the course withdrawal period. Students who attend a course past the 7-day drop period are eligible to request a course withdrawal. Course withdrawal requests that are submitted prior to the student attending 71% of the course will be issued a "W" grade. Students who request a course withdrawal after attending 71% or more of a course will be issued a letter grade for the course that they are withdrawing from based on their academic performance in the course at the time of the course withdrawal. "W" grades appear on student transcripts and do not contribute to GPA calculation.
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	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	3. Respond to online Grade Appeal request within five (5) business days of receipt.
Dean (or Designee)	4. Review online Grade Appeal requests and render a final decision on the grade within five (5) business days after receiving the faculty response. **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.

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 Re-entry 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 Re-entry 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 re-entry and continuing students who wish to change programs. Refer to substantial change section in the re-entry 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 Re-entry 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

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.

Academic Leave of Absence (LOA) Policy

The Academic Leave of Absence policy is applicable to all officially admitted and enrolled students in degree programs at Northcentral University. If a student is not actively enrolled in a program, the student is not eligible to apply for a leave of absence (LOA). Students provisionally admitted are not eligible for an LOA until the University receives official transcripts and the basis for admission is met. Students may be approved by the University for multiple LOAs in a 12-month period. Students also may be approved for consecutive LOAs, but each LOA must be independently submitted by the student and approved by the University. The minimum duration of an approved LOA is 14 days; the maximum duration is 60 days per LOA request. The total of all LOAs may not exceed 180 calendar days in a rolling 12-month period.

The University will approve students for an LOA when they are between courses without additional documentation. For students who require an LOA while they are active in a course, the University will only approve LOAs where the student meets all of the following criteria:

- The student provides evidence of an extenuating circumstance
- The student is in good standing within their current course
- The University has a reasonable expectation the student will return to school

LOAs aren't granted during an active course except in extenuating circumstances. If the student can show extenuating circumstance they will not be charged for the class they take upon return. Students should contact their advisor with questions.

When unforeseen circumstances prevent a student from submitting an LOA request for a subsequent LOA, the University may grant a requested LOA if the reason and decision has been documented by the University. The University must receive the official LOA request from the student before the end of the LOA, and the request must be approved by the University. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, inclement weather and natural disasters. Any LOA granted by the University without a student request must be approved by an associate director or above.

During an LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients. The University will not impose additional charges when the LOA ends and students' return to their program of study. During an approved LOA there will be limited access to the NCUOne Learning Management System.

When a student requests an LOA start date in the future and is officially or administratively withdrawn from the University prior to the start date of the LOA, the LOA is null and void and the student will be considered withdrawn effective their last date of attendance.

When a student withdraws from a course and is approved for an LOA, upon return from that LOA, the student will not be re-charged for the course they previously withdrew from. Additionally, if a student returns to a different course, they will not be charged.

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

Required Documentation

An LOA is a temporary interruption in a student's program of study and may be approved if the University determines there is a reasonable expectation the student will return. The University will not grant a student an LOA merely to delay the return of unearned Title IV funds or to avoid failing grades. Students must request the LOA, by proactively providing the academic and finance advisor (on or before the start of the LOA) a request, including the reason for the LOA.

A student's initial request for an LOA will be reviewed, and if applicable, approved and processed by an academic and finance advisor. A student's subsequent request for an LOA in a 12-month period will be reviewed, and if applicable, approved and

processed by an associate director. A third request for an LOA in a 12-month period will be reviewed, and if applicable, approved and processed by a director or senior director.

When unforeseen circumstances prevent a student from proactively providing a request on or before the start of the LOA, the University may grant the LOA if it has documented the reason and decision. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course unavailability, inclement weather and natural disasters.

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 f 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.

If a student does not return to the University by the end of an approved LOA, the student is administratively withdrawn and an R2T4 calculation will be performed. To avoid being dismissed, the student must accept and vest in a course upon their LOA return date. The return course will be scheduled at the time of the LOA request and approval. 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. The student's withdrawal date is retroactive to the student's last day of attendance (LDA).

Military students exceeding 180 days will be Administratively Withdrawn from the University. Students can submit their military orders to qualify for compassionate re-entry see General Re-entry Guidelines for additional information on returning to NCU.

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 re-entry 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 re-entry 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 *within ten calendar days of notification* of dismissal. Once you have initiated an appeal, do *not* 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 (GK)

- Golden Key is the world's largest collegiate honor society for undergraduate and graduate students
- Participation in the society is open to all academic disciplines
- Membership is by invitation only and is sent to eligible students on a periodic basis
- Undergraduate and graduate degree-seeking students must have a minimum GPA of 3.8 on a 4.0 scale and complete at least 30 credit-hours at NCU
- Students who have not received a membership invitation but believe they meet NCU's academic eligibility criteria can submit an online application at https://goldenkey.org/golden-key-eligibility for review
- Membership benefits include opportunities for individual growth through the three pillars: academics, leadership, and service. Golden Key offers numerous scholarships and awards, available only to members, as well as career development, networking, and literacy service opportunities and unique discounts from partner companies.

To learn more about GK, visit www.goldenkey.org

School of Education

Kappa Delta Pi (KDP)

- 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

Delta Mu Delta, "Through Knowledge, Power" (DMD)

- Delta Mu Delta is an honor society only open to ACBSP accredited schools
- Invitation to the student is offered by the School of Business
- Master's degree students have to be in the top 20% of the class at the completion of 75% of the program
- Doctoral students have to be in the top 20% of the class after the completion of the 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://deltamudelta-lambdaeta.org/

Alpha Phi Sigma (APS)

- 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

National Society of Leadership Success (NSLS)

- NSLS is the nation's largest leadership honor society
- Candidacy is a nationally recognized achievement of honorable distinction
- Participation in the society is open to all graduate level majors
- Master's and doctoral students must have a 3.3 cumulative GPA and should have completed at least five courses in their program

- Lifetime membership benefits include: an accredited leadership development program, free admission to live broadcasts of speakers from leading organizations, opportunities for scholarships and building a professional network, access to job bank, letter of recommendation, and more

To learn more about NSLS, visit: http://www.nsls.org

School of Health Sciences

Upsilon Phi Delta (UPD)

- UPSILON PHI DELTA: "Health, Care, to Administer or Lead"
- Applicable for students enrolled in the Master of Health Administration (MHA) Program in the School of Health Sciences
- 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 MHA 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 e 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 graduation@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 May1st 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

<table>
<tr><th>Responsibility</th><th colspan="2">Action</th></tr>
<tr><td>Faculty and/or Team Members</td><td colspan="2">• When an alleged violation occurs, complete the Suspected Code of Conduct form and forward it to the Dean of the appropriate School.</td></tr>
<tr><td rowspan="4">Dean</td><td colspan="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.</td></tr>
<tr><td>IF:</td><td>THEN:</td></tr>
<tr><td>• The issue is not substantiated</td><td>• Take no action</td></tr>
<tr><td>• The issue proved substantiated but does not warrant a formal charge (NCU has an official Warning Letter)</td><td>• 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>• The issue is proved substantiated and warrants a formal charge due to the seriousness and/or repeat violations (NCU has an official Charging Letter)</td><td>• Send a Charging Letter to inform the offender of the charge
• Send communication in hard copy, by Compass Message or NCU email, and by personal email if available</td></tr>
</table>

		• Provide the policy, details of the offense, and rebuttal directions
Student	• If you choose to respond to the Charging Letter, you must do so within 10 days of the date of the Charging Letter: o Response must be in writing to the Dean o Response should include details regarding your position on the charge(s) as specified in the letter o 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 o 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.) o Once completed, the call will be terminated and the Committee will discuss	
Code of Conduct Committee	• Evaluate relevant documentation and render a final decision in writing, including the appropriate sanction(s)	
Dean	• 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	
	• Place a copy of the notification letter in the student record and send copies to the Office of the Registrar	
	• 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	
	IF Committee determines:	**THEN:**
	• Expulsion is the appropriate sanction for the behavior	• 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 portfolio/prospectus
- 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 portfolio/prospectus 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 portfolios/prospectus -** The comprehensive portfolio and prospectus 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.
4. **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 cntrl+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 University Provost.

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 University Provost, 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 University Provost.

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 Provost and Chief Academic Officer. 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).

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 administrative withdrawal from the University. Students who re-enter after dismissal or withdrawal 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) 662-HELP (4357)
- National Aids Hotline: (800) 448-0440
- National Suicide Prevention Lifeline: (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/
- Addiction and Sexual Abuse Recovery Center http://www.recovery.org/topics/addiction-and-domestic-violence-or-sexual-abuse/
- Internet Safety Guide for Women https://www.vpnmentor.com/blog/the-empowering-internet-safety-guide-for-women/

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 ADA/504 Coordinator, 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 NCU's ADA/504 Coordinator, who will attempt to facilitate a resolution.

If the ADA/504 Coordinator 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 ADA/504 Coordinator 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 on the basis of 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). NCU will make appropriate arrangements to ensure that persons with disabilities are provided other accommodations, if needed, to participate in this grievance process. The ADA/504 Coordinator 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 ADA/504 Coordinator (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 ADA/504 Coordinator (or her/his designee) 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 the Office of the President or designee. 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 ADA/504 Coordinator 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 on the basis of 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 student believes their record may be inaccurate, misleading or in violation of their rights of privacy. The request for amendment must be made in writing and include a notarized signature. The request must be mailed 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 regarding their request for an amendment to their record within 15 business 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 business days after the initial denial was sent. Any requests for appeal that are sent after the 15 business 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 they will render a written decision to the student within 15 business 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
- Email address
- 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 100, 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/ Office of the Provost (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.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint.

The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, through their website https://www.bppe.ca.gov/, by phone at 916-431-6959 or by fax at 916-263-1897.

Procedure: Filing a Grievance

Responsibility	Action
Student	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: ○ 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 Provost/ Office of the Registrar	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 Provost@ncu.edu 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.)
	6. Provide copies of the communication to NCU departments as appropriate. Decisions made at this level are final and cannot be grieved or appealed.

School of Business

Mission, Vision, Pillars and Objectives

NCU's online, MBA, MSOL, MHRM, MLS, MPA, MSA, DBA, DCJ, 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, MBA, MSOL, PhD-OL, 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

We support and inspire developing managers and leaders, standing alongside them to achieve their fullest potential in their chosen careers. We encourage learning and nurture relationships among the university, alumni, and the global business community.

Vision Statement

Create positive change, value, and impact on the way the world does business.

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

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 (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.

Click here for potential career opportunities within the Post-Baccalaureate Certificates in Business.

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

NCU allows 2 years to complete all certificate programs.

The median 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.

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.

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 specialization will focus on analysis, decision-making and business planning. Students will benefit from the latest business trends and techniques in recent entrepreneurship literature and experienced faculty feedback.

Required Courses - 12 credit hours

- ENT-5000 - Innovation - The Entrepreneur and Intrapreneur
- ENT-5001 - Strategic Market Assessments
- ENT-5002 - New Venture Formation
- ENT-5003 - Venture Capital and Private Equity

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-5014 - Financial Institutions
- FIN-5015 - Financial Statement Analysis

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.

Click here for potential career opportunities within the MBA.

Learning Outcomes

- Diagnose the health of an organization
- Relate 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
- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business
- Justify 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 12 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 Master's programs of 36 credits or less.

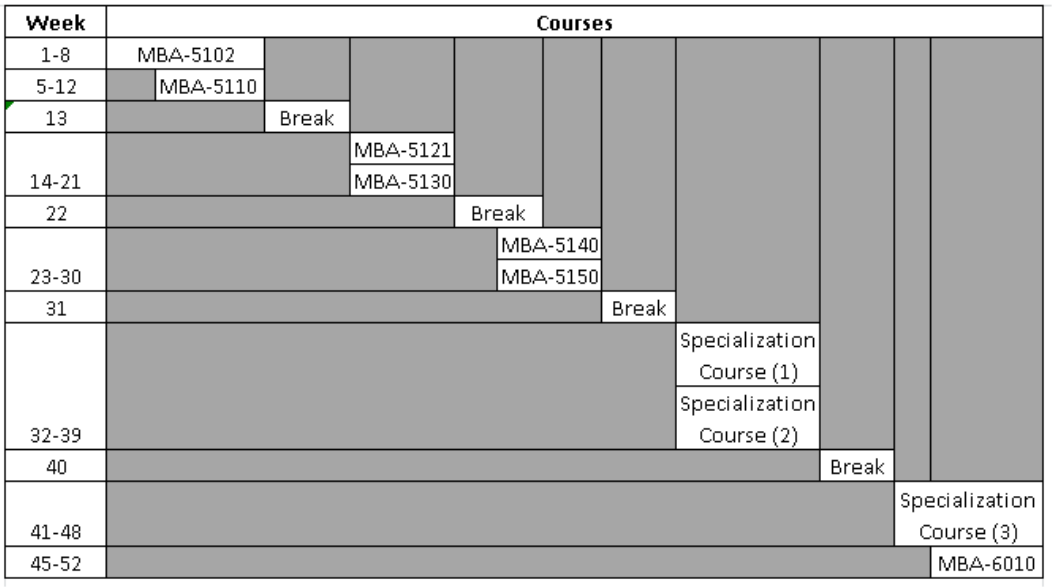
The median time to completion for this program is 20 months.

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.

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.

Accelerated MBA Scheduling Track

Within the MBA program, the School of Business offers an Accelerated MBA 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.



Course Sequence

The Master of Business program can be completed with a minimum of 30 credit hours, but may require additional credit hours, depending on the entry track requirements. If needed, 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.

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 law enforcement, the courts, corrections, and the juvenile justice system in the United States and explores the nature of crime both domestically and internationally. This specialization focuses on developing advanced competencies and analytical capability for those seeking management and leadership positions in corrections, law enforcement, and the court system.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- CJ-5101 - Introduction to Criminal Justice
- CJ-5004 - Organized Crime
- CJ-5007 - Current Issues in Law Enforcement

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 many 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 development opportunities. Specifically, the students in this specialization will focus on analysis, decision-making, and business planning. Students will benefit from the latest business trends and techniques in recent entrepreneurship literature and experienced faculty feedback.

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

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.

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-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 and 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-5016 - Global Business Strategic Management

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.

Health Services Specialization

Graduates of health services management programs are in demand in hospitals, health maintenance organizations, health insurance companies, government and public health agencies, and social service agencies. The focus of this health services specialization is to develop essential knowledge and skills necessary for effective healthcare management, including legal and ethical issues and the examination of the development of health policies.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MHA-5000 - Introduction to Healthcare Management
- MHA-5004 - Health Policy & Analysis
- MHA-5010 - Health Law and Ethics

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.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- HS-5101 - Introduction to Homeland Security
- HS-6002 - International Crime and Terrorism
- HS-6003 - Homeland Security Risk Management

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.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- HRM-5000 - Human Resource Management in the 21st Century
- 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
- HRM-5011 - Global Talent Development and 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-5016 - Global Business Strategic Management

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)

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 provides a conceptual overview of modern theory and practice in business administration. Students explore frameworks that focus on characteristics of business and management. In addition, students will examine change management, marketing strategies, and leadership roles/styles as it pertains to businesses performing at the highest levels. This specialization will prepare students for senior management positions in a corporate environment, higher education, government and public entities, and business consulting.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MGT-5002 - Marketing Management
- MGT-5007 - Strategic Management
- MGT-5010 - Leadership in Organizations
- MGT-5016 - Managing Change

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 strategic marketing management, product management, advertising and promotion.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MGT-5002 - Marketing 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.

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-6020 - Management, Leadership and Team Building in the Project and Program Environment

Public Administration Specialization

This specialization focuses on acquiring administrative knowledge and skills to support entry and advancement into careers in public administration and non-profit management. Students focus on a wide range of topics relevant to the administrator or manager overseeing non-profit organizations or agencies at local, state, or federal levels of government. From theory to tactics, experienced professionals and entry-level candidates will build expertise in such diverse areas as public relations, communications, program evaluation, the policy process, and the structures and models of public administration.

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-5012 - Public Policy Process

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.

Click here for potential career opportunities within the MSOL.

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 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, MSOL 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 MSOL program.

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 MSOL 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 MSOL-5000 - Leadership Development and Practice, 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 MSOL program.

Degree Requirements

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 12 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 Master's programs of 36 credits or less.

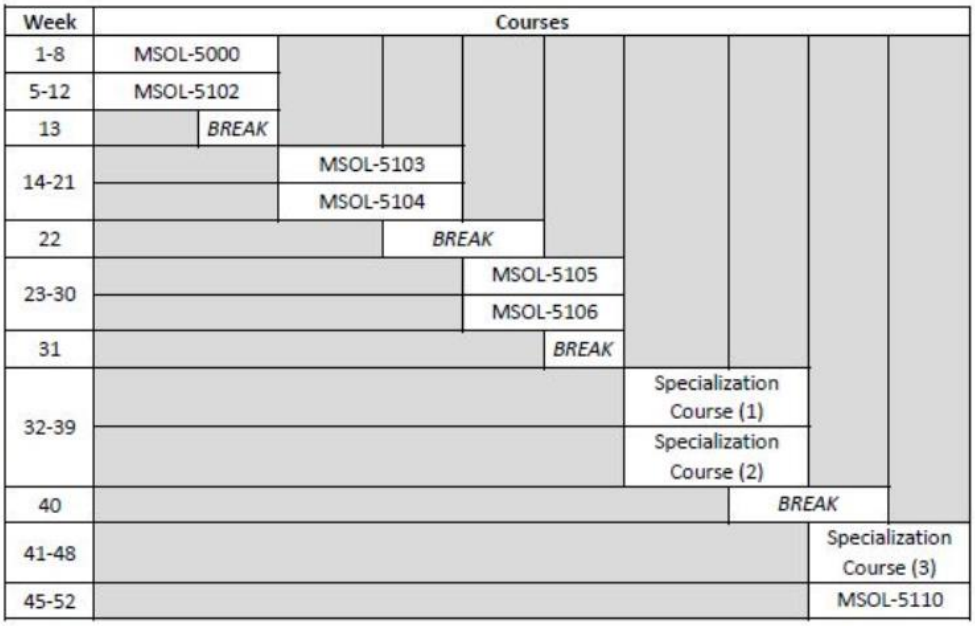
The median time to completion for this program is 22 months.

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.

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.

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.



Course Sequence

The Master of Science in Organizational Leadership program can be completed with a minimum of 30 credit hours, but may require additional credit hours, depending on the entry track. If needed, 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.

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.

The Admissions and Evaluation team will schedule any additional courses needed to satisfy entry track requirements

- MSOL-5000 - Leadership Development and Practice
- SKS-5001 - Comprehensive Strategic Knowledge Studies - for students without a business degree
- 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 law enforcement, the courts, corrections, and the juvenile justice system in the United States and explores the nature of crime both domestically and internationally. This specialization focuses on developing advanced competencies and analytical capability for those seeking management and leadership positions in corrections, law enforcement, and the court system.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- CJ-5101 - Introduction to Criminal Justice
- CJ-5004 - Organized Crime
- CJ-5007 - Current Issues in Law Enforcement

Health Services Specialization

Graduates of health services management programs are in demand in hospitals, health maintenance organizations, health insurance companies, government and public health agencies, and social service agencies. The focus of this health services specialization is to develop essential knowledge and skills necessary for effective healthcare management, including legal and ethical issues and the examination of the development of health policies.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MHA-5000 - Introduction to Healthcare Management
- MHA-5004 - Health Policy & Analysis
- MHA-5010 - Health Law and Ethics

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.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- HRM-5000 - Human Resource Management in the 21st Century
- HRM-5008 - Legal Issues in Human Resources Management
- HRM-5011 - Global Talent Development and 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

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.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- PM-6000 - Project Procurement Management
- PM-6004 - Project Risk Management
- PM-6020 - Management, Leadership and Team Building in the Project and Program Environment

Public Administration Specialization

This specialization focuses on acquiring administrative knowledge and skills to support entry and advancement into careers in public administration and non-profit management. Students focus on a wide range of topics relevant to the administrator or manager overseeing non-profit organizations or agencies at local, state, or federal levels of government. From theory to tactics, experienced professionals and entry-level candidates will build expertise in such diverse areas as public relations, communications, program evaluation, the policy process, and the structures and models of public administration.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- PUB-5002 - Government and the Public Interest
- PUB-5012 - Public Policy Process

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).

Click here for potential career opportunities within the MLS.

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.

Degree Requirements

The Master of Legal Studies requires 33 credit hours for degree completion consisting of 11 graduate courses.

The University may accept a maximum of 12 semester credit hours in transfer toward the MLS program 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 18 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 5 years to complete all Master's programs of 36 credits or less.

The median 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.

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

The Master of Legal Studies program can be completed in 33 credits.

- MLS-5000 - Introduction to Legal Studies (Must be successfully completed before MLS-5100)
- MLS-5100 - Legal Research and Writing I (Must be successfully completed before MLS-5300)
- 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 mission of the Masters of Science in Accounting program is to prepare students for global accounting careers in public and private organizations through learning experiences that are focused on current, industry-relevant topics.

Click here for potential career opportunities within the Masters of Science in Accounting.

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 12 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 all Master's programs of 36 credits or less.

The median 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.

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

The Master of Science in Accounting program can be completed with a minimum of 30 credit hours, but may require additional credit hours, depending on the entry track requirements. If needed, 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 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 - Comprehensive Strategic Knowledge Studies (Leveling course for students without a business degree)
- MSA-5001 - Financial Accounting (Leveling course for students without a financial accounting background)
- MSA-5002 - Managerial Accounting (Leveling course for students without a managerial background)
- MSA-5010 - Intermediate Financial Accounting
- MSA-5015 - Auditing I
- MSA-5020 - Advanced Government 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

Note:

Attention: If you are planning to take the CPA exam, note that standards and requirements vary by state. Completion of NCU's MSA program may not be sufficient to qualify a person to sit for a CPA exam in some states. If you have not already done so, we recommend that you check with your state to determine the educational and other requirements necessary for taking the CPA exam to ensure that completion of the program will satisfy your educational and professional goals.

For information regarding official CPA requirements specific to your state, visit https://thiswaytocpa.com/licensure/state-requirements**.**

Master of Public Administration, MPA

Description of Program

The Master of Public Administration (MPA) is a 36-credit hour program. The MPA program will provide students with competencies in the context of a broad understanding of public administration including complexities of community problems, bureaucracy of public organizations, responsibilities of public managers and leaders, and rights of citizens. The program is designed to prepare students to manage and lead all aspects of public organizations. In addition, students will learn to carry out research involving the application and analysis to address issues in public service practice.

Click here for potential career opportunities within the MPA.

Learning Outcomes

- Manage programs in public organizations
- Assess the effectiveness of public service programs and policies within government agencies
- Interpret administrative laws and regulations for program implementation
- Apply public administration knowledge in addressing challenges in public organizations

Basis for Admissions

Admission to the Master of Public Administration 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 Public Administration Degree Program is a 36-credit program comprised of 24 core credits, and 9 specialization credits, and 3 capstone credits. Graduates of the NCU program must complete 36 credit hours.

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 12 semester credit hours in transfer toward the Master of Public 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 required undergraduate specialization credit hours may be eligible to apply up to 12 graduate-level credit hours from the BBA program to the MPA program. Please see the Bachelor of Business Administration program for program-specific course requirements.

Time to Completion

NCU allows 5 years to complete all Master's programs of 36 credits or less.

The median 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.

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 19 months.

Course Sequence

The Master of Public Administration program can be completed in 36 credits.

- PUB-5000 - Introduction to Public Administration
- PUB-5002 - Government and the Public Interest
- PUB-5004 - Public Sector Human Resources Management
- PUB-5005 - Public Budgeting and Finance
- PUB-5007 - Quality Management in Public Administration
- PUB-5012 - Public Policy Process
- PUB-5020 - Organizational Behavior and Theory
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- PUB-5018 - Survey of Research Methods
- PUB-6010 - Capstone Seminar

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 law enforcement, the courts, corrections, and the juvenile justice system in the United States and explores the nature of crime both domestically and internationally. This specialization focuses on developing advanced competencies and analytical capability for those seeking management and leadership positions in corrections, law enforcement, and the court system.

Specialization Courses - 9 credit hours

Select 3 courses from the following:

- CJ-5101 - Introduction to Criminal Justice
- CJ-5004 - Organized Crime
- CJ-5007 - Current Issues in Law Enforcement

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.

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-5018 - Accounting for Nonprofit Organizations

Health Services Specialization

Graduates of health services management programs are in demand in hospitals, health maintenance organizations, health insurance companies, government and public health agencies, and social service agencies. The focus of this health services specialization is to develop essential knowledge and skills necessary for effective healthcare management, including legal and ethical issues and the examination of the development of health policies.

Specialization Courses - 9 credit hours

Select 3 courses from the following:

- MHA-5000 - Introduction to Healthcare Management
- MHA-5004 - Health Policy & Analysis
- MHA-5010 - Health Law and Ethics

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.

Specialization Courses - 9 credit hours

Select 3 courses from the following:

- HS-5101 - Introduction to Homeland Security
- HS-6002 - International Crime and Terrorism
- HS-6003 - Homeland Security Risk Management

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 resources.

Specialization Courses - 9 credit hours

Select 3 courses from the following:

- HRM-5000 - Human Resource Management in the 21st Century
- 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
- HRM-5011 - Global Talent Development and Management

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)

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 provides a conceptual overview of modern theory and practice in business administration. Students explore frameworks that focus on characteristics of business and management. In addition, students will examine change management, marketing strategies, and leadership roles/styles as it pertains to businesses performing at the highest levels. This specialization will prepare students for senior management positions in a corporate environment, higher education, government and public entities, and business consulting.

Specialization Courses - 9 credit hours

Select 3 courses from the following:

- MGT-5002 - Marketing Management
- MGT-5007 - Strategic Management
- MGT-5010 - Leadership in Organizations
- MGT-5016 - Managing Change

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

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.

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-6020 - Management, Leadership and Team Building in the Project and Program Environment

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

- ENT-5001 - Strategic Market Assessments
- IB-5016 - Global Business Strategic Management
- MGT-5007 - Strategic Management

Master of Human Resource Management, MHRM

Description of Program

The Master of Human Resource Management (MHRM) 30-hour program is designed to prepare graduates to understand the evolution of Human Resources, with a primary focus on modern day concepts. Students will review HR concepts from both the management and employee perspective in real life situations. Major areas of study include equal employment opportunity, employment law, compensation and benefits, labor relations, recruitment, professional development, and retention.

Click here for potential career opportunities within the MHRM.

Learning Outcomes

- Apply human resource management concepts in addressing issues and challenges in domestic and global organizations
- Evaluate an organization's human resources capacity
- Analyze the challenges of managing human resource operations in domestic and global organizations
- Create employee compensation, benefits, and classification plans

Basis for Admissions

Admission to the Master of Human Resource Management program requires a conferred bachelor's degree from a regionally or nationally accredited academic institution.

Degree Requirements

The Master of Human Resource Management program requires 30-credit hours for degree completion. The HRM program includes 27 credit hours of core curriculum. The core curriculum is taken by all students regardless of their undergraduate degree to form and strengthen fundamental business skills. Students end the program with a 3 credit-hour capstone course.

Students in the MHRM program are required to demonstrate competency in the areas listed below:

- Research - MHRM students are required to show competency in writing skills for research purposes through their NCU coursework
- Computer Competency - MHRM 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. An Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Human Resource Management 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 Master's programs of 36 credits or less.

The median 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.

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

The Master of Human Resource Management program can be completed in 30 credits.

- HRM-5000 - Human Resource Management in the 21st Century
- HRM-5001 - Recruitment and Human Resources Information Systems
- HRM-5002 - Compensation Issues in Human Resources Management
- HRM-5010 - Managing a Diverse Workforce
- HRM-5003 - Labor Relations
- HRM-5004 - Supervisory Concepts and Practices
- HRM-5008 - Legal Issues in Human Resources Management
- HRM-5009 - Training and Development
- HRM-5011 - Global Talent Development and Management
- HRM-5020 - Capstone

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.

Click here for potential career opportunities within the Post-Master's Certificates in Business.

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

NCU allows 2 years to complete all certificate programs.

The median time to completion for this program is 14 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.

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 10 months.

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-7000 - Advanced Managerial Accounting
- ACC-7010 - Advanced Accounting and Fraud Examination Techniques
- ACC-7015 - Advanced Forensic Accounting Theory and Practice
- ACC-7030 - Advanced Auditing Methods and Practice
- ACC-7035 - Advanced Accounting Theory and Policy
- ACC-8010CAGS - Advanced Accounting

Post-Master's Certificate - Criminal Justice

The Criminal Justice Post-Master's Certificate connects ethical, managerial, and theoretical decision making with strategic planning and public policy within local, State, Federal, and multinational criminal justice agencies, departments, and organizations. 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, the courts, corrections, and criminal investigation.

Required Courses – 18 credit hours

- CJ-7011 - Ethics and Criminal Justice
- CJ-7101 - Management Issues in Justice Agencies
- CJ-7102 - Theory in Justice Administration
- CJ-7104 - Strategic Planning and Implementation
- CJ-7105 - Public Policy and Criminal Justice
- 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-7018 - Accounting and Control for Nonprofit Organizations
- 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 - 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-7008 - Principles of Organization and Management
- PUB-7019 - Public Policy Administration
- 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.

Click here for potential career opportunities within the DCJ.

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 Prospectus
- 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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 45 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.

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 36 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 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, 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.

- CJ-7101 - Management Issues in Justice Agencies
- CJ-7102 - Theory in Justice Administration
- CJ-7011 - Ethics and Criminal Justice
- PUB-7005 - Public Budgeting and Finance
- PUB-7017 - Public Personnel Administration
- CJ-7104 - Strategic Planning and Implementation
- Specialization Course 1

- Specialization Course 2
- Specialization Course 3
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9601CJ - 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

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.

Click here for potential career opportunities within the DBA.

Learning Outcomes

- Develop business methods and concepts based on practical application of current theories
- Defend theories, applications, and perspectives related to business to diverse audiences
- 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 BUS-7102 - Applied 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 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 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 36 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 Pre-Candidacy Prospectus
- 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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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

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 BUS-7100 and BUS-7320, BUS-7380
- **Graduate-Level Statistics Competency**- DBA students are required to complete BUS-7105
- **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 all doctoral programs of 60 credits or less.

The median time to completion for this program is 64 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.

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 34 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

The DBA program may be completed in 48 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.

Courses taken to satisfy the fundamental requirements may not be counted toward completion of required specializations courses or electives.

Students who complete at least 12 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 12 credit hours of cross-discipline courses. Elective courses must be appropriate to the student's degree program.

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 BUS-7102 and before BUS-7112.

- BUS-7102 - Applied Doctoral Studies in Business
- SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies - Eval Track Students
- BUS-7112 - Business Strategy and Innovation
- MGT-7019 - Ethics in Business
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9601B - 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

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 – 12 credit hours

Select 4 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-7030 - Advanced Auditing Methods and Practice
- ACC-7035 - Advanced Accounting Theory and Policy

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.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- 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 – 12 credit hours

Select 4 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

Criminal Justice Specialization

This specialization explores research that connects ethical, managerial, and theoretical decision making with strategic planning and public policy within local, State, Federal, and multinational criminal justice agencies, departments, and organizations. This specialization focuses on developing advanced competencies required for leadership positions in criminal justice, law enforcement, the courts, corrections, teaching or private consulting fields.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- CJ-7010 - Effective Police Tactics, Techniques, and Methodologies
- CJ-7011 - Ethics and Criminal Justice
- CJ-7101 - Management Issues in Justice Agencies
- CJ-7102 - Theory in Justice Administration
- CJ-7104 - Strategic Planning and Implementation
- CJ-7105 - Public Policy 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 – 12 credit hours

Select 4 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-7018 - Accounting and Control 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 12 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 - 12 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.

Health Services Specialization

This specialization develops essential perspectives and skills for health service 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 the foundations of health services management, including an overview of the United States healthcare delivery system, financial management and economics, human resource management, quality management, and law, ethics, and policy.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- DHA-7000 - The United States Healthcare Delivery System
- DHA-7001 - Healthcare Financial Management and Economics
- DHA-7003 - Human Resource Management for Healthcare Administrators
- DHA-7005 - Healthcare Quality Management
- DHA-7006 - Health Law, Ethics, and Policy

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.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- 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 – 12 credit hours

Select 4 courses from the following list:

- HRM-7000 - Human Resources Management in the 21st Century
- 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

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 - 12 credit hours

- IOP-8404 - Consulting in Business, Education, and Health
- IOP-8400 - Industrial/Organizational Psychology
- MGT-7006 - Advanced Topics in Organizational Behavior
- MGT-7022 - Advanced Topics in Organizational Development

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.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- 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.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- 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 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 – 12 credit hours

Select 4 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

Management Specialization

This specialization provides a conceptual overview of modern theory and practice in business administration. Students explore frameworks that focus on characteristics of business and management. In addition, students will examine change management, organizational effectiveness; decision-making as it relates to leadership and strategy and investigate organizational behavior and its impact on individuals, groups, and structure. This specialization will prepare students for senior management positions in a corporate environment, higher education, government and public entities, and business consulting.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- MGT-7000 - Business Organization and Management
- MGT-7006 - Advanced Topics in Organizational Behavior
- MGT-7016 - Managing Change
- MGT-7022 - Advanced Topics in Organizational Development
- MGT-7029 - Strategic Leadership
- MGT-7110 - Leadership in Organizations

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.

Specialization Courses – 12 credit hours

Select 4 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

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.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- OLB-7001 - Conflict Resolution and Mediation
- OLB-7002 - Building Organizational Capacity
- OLB-7004 - Theory and Practice of Organizational Leadership
- OLB-7005 - Ethical Leadership
- OLB-7006 - Communicating Change

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.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- 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

Public Administration Specialization

In this specialization, students engage in the application of theoretical knowledge to the practice of public administration. Course content centers on public management and policy, public budgeting, and public/government relations. The purpose of this specialization is to aid students in refining the skills necessary to excel in public sector administration at the local, state, and federal levels. Whether interested in practice or academia, professionals across all public sector organizations, including military personnel, along with those in related fields such as nonprofit management or administration will benefit from this specialization.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- PUB-7000 - Public Administration
- PUB-7002 - Administrative Law
- PUB-7005 - Public Budgeting and Finance
- PUB-7008 - Principles of Organization and Management
- PUB-7019 - Public Policy Administration

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*.

Click here for potential career opportunities within the PhD-BA.

Learning Outcomes

- Develop business knowledge based on a synthesis of current theory
- Defend theories, applications, and perspectives related to business to diverse audiences
- 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 - Changing Times: Business Administration in the 21st Century 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.

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 Pre-Candidacy Prospectus
- 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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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-7100, BUS 7320, and BUS-7380
- **Graduate-Level Statistics Competency** - PhD students are required to complete BUS-7105 and BUS-7106
- **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 all doctoral programs of 60 credits or less.

The median time to completion for this program is 73 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.

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.

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.

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.

The PhD in Business requires a minimum of five core courses, five specialization courses, two statistical courses, five 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.

Required Foundational Courses must be taken first and in sequence. Evaluation track students will take SKS 7001 after BUS 7101 and before BUS-7110. Following the completion of Foundational, Specialization, Research, and Doctoral Elective courses must be taken in sequence as described.

- BUS-7101 - Changing Times: Business Administration in the 21st Century
- SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies -Required Course for Entry Track Students
- BUS-7110 - The Business Environment
- BUS-7120 - Business Financial Systems
- BUS-7130 - Business Leadership & Strategy
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Doctoral Level Elective #1
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7106 - Statistics II
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9701B - 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

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-7030 - Advanced Auditing Methods and Practice
- ACC-7035 - Advanced Accounting Theory and Policy

Note

Elective 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.

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

Note

Elective selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

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

Elective selected on the initial degree plan can be changed with a request to an Academic Advisor.

Criminal Justice Specialization

This specialization explores research that connects ethical, managerial, and theoretical decision making with strategic planning and public policy within local, State, Federal, and multinational criminal justice agencies, departments, and organizations. This specialization focuses on developing advanced competencies required for leadership positions in criminal justice, law enforcement, the courts, corrections, teaching or private consulting fields.

Specialization Courses – 15 credit hours

- CJ-7010 - Effective Police Tactics, Techniques, and Methodologies
- CJ-7011 - Ethics and Criminal Justice
- CJ-7101 - Management Issues in Justice Agencies
- CJ-7102 - Theory in Justice Administration
- CJ-7104 - Strategic Planning and Implementation
- CJ-7105 - Public Policy and Criminal Justice

Note

Elective selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

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-7018 - Accounting and Control for Nonprofit Organizations

Note

Elective selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Health Services Specialization

This specialization develops essential perspectives and skills for health service 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 the foundations of health services management, including an overview of the United States healthcare delivery system, financial management and economics, human resource management, quality management, and law, ethics, and policy.

Specialization Courses – 15 credit hours

- DHA-7000 - The United States Healthcare Delivery System
- DHA-7001 - Healthcare Financial Management and Economics
- DHA-7003 - Human Resource Management for Healthcare Administrators
- DHA-7005 - Healthcare Quality Management
- DHA-7006 - Health Law, Ethics, and Policy

Note

Elective selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

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.

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

Note

Elective selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

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 in the 21st Century
- 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

Elective 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

- 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
- MGT-7110 - Leadership in Organizations

Note

Elective 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.

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

Note

Elective selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

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.

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

Note

Elective selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

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

Elective 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 frameworks that focus on characteristics of business and management. In addition, students will examine change management, organizational effectiveness; decision-making as it relates to leadership and strategy and investigate organizational behavior and its impact on individuals, groups, and structure. 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-7016 - Managing Change
- MGT-7022 - Advanced Topics in Organizational Development
- MGT-7029 - Strategic Leadership
- MGT-7110 - Leadership in Organizations

Note

Elective 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.

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

Elective 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.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- OLB-7001 - Conflict Resolution and Mediation
- OLB-7002 - Building Organizational Capacity
- OLB-7004 - Theory and Practice of Organizational Leadership
- OLB-7005 - Ethical Leadership
- OLB-7006 - Communicating Change

Note

Elective 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.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- 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

Note

Elective selected on the initial degree plan can be changed with a request to an Academic and Finance Advisor.

Public Administration Specialization

In this specialization, students engage in the application of theoretical knowledge to the practice of public administration. Course content centers on public management and policy, public budgeting, and public/government relations. The purpose of this specialization is to aid students in refining the skills necessary to excel in public sector administration at the local, state, and federal levels. Whether interested in practice or academia, professionals across all public sector organizations, including military personnel, along with those in related fields such as nonprofit management or administration will benefit from this specialization.

Specialization Courses – 15 credit hours

Select 5 courses from the following list:

- PUB-7000 - Public Administration
- PUB-7002 - Administrative Law
- PUB-7005 - Public Budgeting and Finance
- PUB-7008 - Principles of Organization and Management
- PUB-7019 - Public Policy Administration

Note

Elective 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.

Click here for potential career opportunities within the PhD-OL.

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

Admission to the Doctor of Philosophy in Organizational Leadership 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 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 - Changing Times: Business Administration in the 21st Century 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 SSKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or academic and finance advisor.

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 Pre-Candidacy Prospectus
- 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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-OL students are required to demonstrate competency in these areas:

Graduate-Level Research Methods Competency – PhD-OL students are required to complete BUS-7100, BUS-7320, and BUS-7380 at NCU

Graduate-Level Statistics Competency – PhD-OL students are required to complete the following two Statistics courses at NCU: BUS-7105 and BUS-7106

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 all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 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.

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 38 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 is a 60-credit program comprised of 21 Foundations credits, 15 Research credits, 9 Elective credits, 3 Pre-Candidacy Prospectus credits, and 12 Dissertation credits.

Required Foundational Courses must be taken first and in sequence.

- BTM-7101 - Doctoral Studies in Business
- OLB-7002 - Building Organizational Capacity
- OLB-7004 - Theory and Practice of Organizational Leadership
- OLB-7005 - Ethical Leadership
- OLB-7006 - Communicating Change
- OLB-7007 - Leader as Coach/Consultant

- OLB-7008 - Executive Leadership
- Elective Course 1
- Elective Course 2
- Elective Course 3
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7106 - Statistics II
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9701L - 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

Electives:

The PHD-OL 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 at the 7000 or 8000 level for the elective requirements. Students may choose from courses across NCU.

Doctor of Philosophy in Human Resource Management, PhD

Description of Program

The Doctor of Philosophy in Human Resource Management (PhD-HRM) is a research-based 60-hour program designed to prepare leaders for positions in the private and public sectors of human resource management. Areas such as multiple generations in the workplace, discrimination, equal employment opportunity, employment law, compensation and benefits, labor relations, recruitment, staff retention, and professional development will be studied at a scholarly level. Students will dive into research on the various topics and apply to current day issues in Human Resources.

Click here for potential career opportunities within the PhD-HRM.

Learning Outcomes

- Evaluate human resource theories, concepts, and scholarly research
- Recommend best practices in hiring, retaining, supporting, and motivating employees
- Determine the impact of employment laws in domestic and multinational organizations
- Contribute to the body of theory and practice in human resource management

Basis for Admissions

Admission to the Doctor of Philosophy in Human Resources Management program requires a conferred 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-HRM degree program in the School of Business has 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-HRM Pre-Candidacy Prospectus
- 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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 49 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.

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 assist each NCU Doctoral candidate to reach this academic goal through a systematic process leading to a high-quality completed dissertation. A PhD-HRM 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

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 needed, 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.

- HRM-7000 - Human Resources Management in the 21st Century
- HRM-7002 - Compensation and Benefits
- HRM-7003 - Labor Relations
- HRM-7020 - Workforce Management
- HRM-7004 - Supervising in the 21st Century
- HRM-7007 - Cultural Issues
- HRM-7008 - Legal Issues in Human Resources Management
- HRM-7022 - Diversity and Inclusion
- HRM-7009 - Organizational Behavior in Human Resource Management
- HRM-7026 - Strategic Human Resource Management
- HRM-7010 - Human Resource Management Policy and Implementation
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9701HR - 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 Public Administration, DPA

Description of Program

The Doctor of Public Administration (DPA) program is a 54-credit program, designed for current and potential mid and senior managers to enhance their knowledge and competencies appropriate to a leadership role in public administration. This curriculum offers solid grounding in applied-research with a wide range of public management and policy topics. The degree program is intended to engage students in application of theoretical knowledge to advance the practice of public administration. Students will learn the appropriate literature and research methods for practical application. The curriculum lays the foundation for students to evaluate theories and practice models in the field as well as contribute to the current body of PUB knowledge.

Click here for potential career opportunities within the DPA.

Learning Outcomes

- Evaluate problems and ethical issues in public organizations
- Formulate domestic and global solutions to public service and policy issues
- Create practical strategies for public organizations from evidence-based research
- Contribute to the applied literature within the field of public administration

Basis for Admissions

Admission to the Doctor of Public Administration program requires a conferred 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 DPA 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 DPA Pre-Candidacy Prospectus
- 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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 45 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.

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.

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 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, 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.

- PUB-7000 - Public Administration
- PUB-7002 - Administrative Law
- PUB-7020 - Public Management Theory
- PUB-7005 - Public Budgeting and Finance
- PUB-7008 - Principles of Organization and Management
- PUB-7022 - Executive Leadership in Public Administration
- PUB-7021 - Strategic Management in the Public Sector
- PUB-7017 - Public Personnel Administration
- PUB-7019 - Public Policy Administration
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9601PA - 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 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:

1. Apply current instructional practices using technology to enhance learning in the diverse K-12 environment using technology
2. Examine theoretical and research models that support ethical and professional educational practice
3. Apply evidence-based solutions for supporting and improving instructional practices
4. 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

NCU allows 180 attempted credit hours to complete all 120 credit bachelor programs.

Estimated 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.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, may be able 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 - 30 semester credit hours

- 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 - 30 semester credit hours

- 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.

Click here for potential career opportunities within the Post-Baccalaureate 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 or an international institution determined to be equivalent through an approved evaluation service.

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

NCU allows 2 years to complete all certificate programs.

The median 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.

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.

Early Childhood Education

This post-baccalaureate 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

Social Emotional Learning

This post-baccalaureate certificate leads the beginning to mid-career classroom teacher or professional learning community (PLC) leader through an exploration of the five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. You will explore these competencies across classrooms, schools, homes, and communities.

Required Courses - 12 credit hours

- SEL-5100 - Fundamentals of Social Emotional Learning
- SEL-5200 - Instructional Strategies for Social Emotional Learning
- SEL-5300 - Emotionally Intelligent Classroom Management and Discipline
- SEL-5400 - From Classrooms to Caregivers and Communities

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.

Click here for potential career opportunities within the MAT.

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 all Master's programs of 36 credits or less.

The median 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.

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.

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

The Master of Arts in Teaching program can be completed in 33 credits.

- 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 (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 – 9 credit hours

- AC-5002 - Legal Aspects in Coaching
- ED-5204 - Ethics in Sport
- AC-5014 - Coaching Theory, Methods, and Issues

Curriculum and Teaching (CT) 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 (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 – 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 (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 – 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 (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 – 9 credit hours

- ESL-5001 - Foundations of Instruction for Non-English Language Background Students
- ESL-5003 - Assessment of Linguistically Diverse Students
- ESL-5006 - Instructional Methodologies for English Language Learning

Reading Education (RDG) 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 (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 – 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 (SM) 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
- SM-5012 - Issues in Athletic Administration

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.

Click here for potential career opportunities within the MEd.

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

Graduates of the NCU MEd program must complete 30 credit hours. Students will select a discipline-specific specialization of their interest, which complements the core coursework. The MEd program includes 9 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental skills. The next 18 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 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 degree program has the following graduation requirements:

- A minimum of 18 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 12 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 Master's programs of 36 credits or less.

The median time to completion for this program is 23months.

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.

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.

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.

Course Sequence

The Master of Education program can be completed in 30 credits.

- EDU-5000 - Foundations for Graduate Study in Education
- Specialization Course 1
- ED-5100 - Scholarly Writing and Using Research
- Specialization Course 2

Choose one of the following ID courses:

- ID-5000 - Fundamentals of Instructional Design
- ID-5020 - Analyzing Needs, Contexts, and Learners
- ID-5030 - Assessment of Learning
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- ED-6500 - MEd Capstone

Adult Learning and Workforce Education (AL) Specialization

The Adult Learning and Workforce Education specialization prepares you to develop, implement, and manage systems that improve individual and organizational performance across a wide range of industries, including career development, human performance improvement, and workforce development agencies. In addition, this specialization supports your role in influencing organizational decision-making and public policy. This specialization will provide you with the tools and competencies required to reflect critically on workplace issues, solve organizational problems, and anticipate and respond to change.

Specialization Courses – 18 credit hours

Select 6 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-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 – 18 credit hours

Select 6 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 – 18 credit hours

The following order is preferred, though students may petition the Dean for an exception:

- 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
- ED-5036 - Innovation and Change
- ED-5041 - Adult Learning Strategies to Improve Organizational Efficacy

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 – 18 credit hours

The following order is preferred, though students may petition the Dean for an exception:

- 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 – 18 credit hours

The following order is preferred, though students may petition the Dean for an exception:

- EL-5001 - Introduction to Principles and Practices in E-Learning
- EL-5002 - Introduction to E-Learning Instructional Strategies
- EL-5003 - Instructional Design Strategies
- EL-5006 - Adult Learning Theories
- EL-5007 - Ethics and Legal Issues
- EL-5009 - Mobile Devices for Teaching and Learning

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 – 18 credit hours

The following order is preferred, though students may petition the Dean for an exception:

- 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 – 18 credit hours

The following order is preferred, though students may petition the Dean for an exception:

- 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 - Instructional Methodologies for English Language Learning
- 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 8 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.

Specialization Courses – 18 credit hours

The following order is preferred, though students may petition the Dean for an exception:

- 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

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 – 18 credit hours

Select 6 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 – 18 credit hours

The following order is preferred, though students may petition the Dean for an exception:

- 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 – 18 credit hours

Select 6 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 – 18 credit hours

Select 6 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 – 18 credit hours

The following order is preferred, though students may petition the Dean for an exception:

- OL-5100 - Resolving Conflict
- OL-5101 - Organizational Capacity
- OL-5102 - Applied Research for Organizational Leaders
- OL-5103 - Leading Change and Organizational Renewal
- ED-5036 - Innovation and Change
- ED-5041 - Adult Learning Strategies to Improve Organizational Efficacy

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 – 18 credit hours

The following order is preferred, though students may petition the Dean for an exception:

- 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 – 18 credit hours

Select 6 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 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 – 18 credit hours

The following order is preferred, though students may petition the Dean for an exception

- 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).

Click here for potential career opportunities within the MEEDL.

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 all Master's programs of 36 credits or less.

The median 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.

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.

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.

Click here for potential career opportunities within the MSID.

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
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Instructional Design 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.

Time to Completion

NCU allows 5 years to complete all Master's programs of 36 credits or less.

The median 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.

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.

Course Sequence

The Master of Science in Instructional Design program can be completed in 36 credit hours.

- 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.

Click here for potential career opportunities within the Post-Master's 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

NCU allows 2 years to complete all certificate programs.

The median time to completion for this program is 12 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.

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 10 months.

Curriculum & Teaching (CT)

The nature and purpose of the Curriculum and Teaching specialization is to provide Teacher Learners the knowledge, skill sets, and professional competencies that will enhance their instructional practice and expand their professional awareness. Learners have the opportunity to explore, examine, and evaluate contemporary teaching and instructional practices.

Effective teaching methods are aligned to effective curricula design and development. Effective learning outcomes and student achievement are aligned to effective curricula implementation and assessment. This specialization offers Learners a comprehensive program of study aimed to improve their classroom performance and practice.

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)

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.

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)

This program is tailored for Master's degree learners 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.

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)

Education is the foundation on which a modern society is built. This CAGS prepares the Learner to address management and leadership issues in education and guide others through training, excellence in teaching, research and service. This specialization provides the knowledge base to be a leader in the field of education.

Required Courses - 18 credit hours

- ED-7003 - School Law
- ED-7009 - 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 (ELL)

The pedagogy of language acquisition is of extreme importance in today's classrooms and businesses. This Post-Master's Certificate 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 bilingual materials. A practicum is possible for this level of study in English as a Second Language. (Note: Students seeking ESL/ESL certification should verify with appropriate state officials that this Post-Master's Certificate meets applicable certification requirements.)

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-7003 - School Law
- ED-7009 - 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)

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.

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)

Leaders are needed to assist school districts and state educational boards with improvement of instructional capacities in our schools. This Post-Master's Certificate provides a strong background in the supervision of instruction and the ability to assess and interpret data. The Post-Masters Certificate focuses on instructional improvements and reform to enhance student achievement.

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)

International Education is designed to offer learners the chance to advance in the important field of global educational inquiry. 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. Learners in this specialization analyze the roles and approaches of international, comparative, and educational practices. Additionally, the Post-Master's Certificate in International Education prepares learner for further post-graduate study at the doctoral level.

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)

This Post-Master's Certificate 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.

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)

Designed for professionals aspiring towards leadership roles in education, corporate, government, or community organizations, this Post-Master's Certificate equips Learners with the tools necessary to make things happen in any organization. This certificate concentrates on the strategies to forge alliances, build confidence, and inspire a shared vision. The curriculum is grounded in applied research and provides exploration of issues and resolutions in contemporary organizations.

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

Social Emotional Learning (SEL)

This post-master's certificate targets mid-career or advanced classroom teachers, school counselors or psychologists, and school/district administrators who desire a more intensive examination of the five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. You will examine how these competencies are applied across classrooms, schools, homes, and communities.

Required Courses - 18 credit hours

- SEL-7100 - Foundations of Social Emotional Learning
- SEL-7200 - Implementing SEL in the Modern Classroom
- SEL-7300 - Integrating SEL into School Culture and Climate
- SEL-7400 - Incorporating SEL with Policy Development and Implementation
- SEL-7500 - Involving Caregivers and Communities
- SEL-7600 - Comprehensive Planning for SEL Initiatives

Special Education (SE)

The Post-Master's Certificate is designed for Learners who work with gifted and disabled students in a variety of settings. The course offerings cover a wide spectrum of issues related to individuals with disabilities, including the development and characteristics of learners, learning differences, and instructional strategies to address the needs of these students. Additionally, the Post-Master's Certificate will provide the skills to plan, assess, and deliver instruction to students with mental, physical, behavioral, learning disabilities, and the gifted student.

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 (SM)

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 K-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.

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.

Click here for potential career opportunities within the EdS.

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.

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 all education specialist programs of 33 credits or less.

The median 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.

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.

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-7009 - 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-7003 - School Law
- ED-7009 - 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 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 - 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

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

- 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).

Click here for potential career opportunities within the EdS-EdL.

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 Admissions

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 all educational specialist programs of 33 credits or less.

The median 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.

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.

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

The EdS in Educational Leadership 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
- ED-7030 - Development of Organizational Leadership
- ED-7012 - Educational Leadership
- EDL-8335 - Evidence-Based Decision-Making in Educational Leadership
- ED-7003 - School Law
- ED-7013 - Financial Issues in Schools
- ED-7009 - Educating a Diversity of Learners
- 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.

Click here for potential career opportunities within the EdD.

Note: The program sequence below is open to new students only. Students who enrolled prior to April 1, 2019 must continue in the program sequence as stated in the catalog under which they enrolled.

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
- A master's degree in nursing (MSN)

Degree Requirements

The EdD Program requires 48 credits for degree completion. Students who choose the Nursing Education specialization must take two additional specialization courses for a total of 54 credit hours. 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 pre-candidacy prospectus, 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.

Note: 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.

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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 61 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.

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 34 months.

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-7100 - Effective Communication
- EDU-7150 - Leadership for Improvement
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5 **(Nursing Education specialization only)**
- Specialization Course 6 **(Nursing Education specialization only)**
- 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
- EDR-8206 - Applied Qualitative Analysis or EDR-8202 - Statistics II
- CMP-9601E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIP-9901A - Chapter 1 Introduction
- DIP-9902A - Chapter 2 Research Method and Design
- DIP-9903A - IRB and Data Collection
- DIP-9904A - Chapter 3 Findings and Recommendations

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 – 12 credit hours

Select 4 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 – 12 credit hours

Select 4 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 – 12 credit hours

Select 4 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 – 12 credit hours

Select 4 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 12 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 - 12 credit hours

Select 4 courses from the following:

- ED-7003 - School Law
- ED-7009 - 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 – 12 credit hours

Select 4 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
- OL-7100 - Conflict Resolution and Mediation
- OL-7101 - Building Organizational Capacity
- OL-7102 - Leadership Ethics to Attain Organizational Excellence

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 – 12 credit hours

Select 4 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 – 12 credit hours

Select 4 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-7007 - International Education Leadership
- IE-7009 - Education in Conflict and Emergencies
- IE-7013 - Globalization and Educational Change
- 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 – 12 credit hours

Select 4 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 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 – 12 credit hours

Select 4 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 - 12 credit hours

Select 4 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, Department of Nursing. 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.

Note: Students who choose the Nursing Education specialization must take two additional specialization courses for a total of 54 credit hours,

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 - 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 – 12 credit hours

Select 4 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 – 12 credit hours

Select 4 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 – 12 credit hours

Select 4 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.

Click here for potential career opportunities within the EdD-EdL.

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 Admissions

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 pre-candidacy prospectus, 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
- Official transcripts on file for all transfer credits accepted by the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- 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

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.

Note: 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.

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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 65 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.

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 34 months.

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

This program can be completed with a minimum of 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, 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.

- 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-7009 - 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
- DIP-9901A - Chapter 1 Introduction
- DIP-9902A - Chapter 2 Research Method and Design
- DIP-9903A - IRB and Data Collection
- DIP-9904A - Chapter 3 Findings and Recommendations

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.

Click here for potential career opportunities within the EdD-ID.

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

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 in Instructional Design (EdD-ID) requires 54 credit hours for degree completion. Coursework includes foundations, educational leadership, research methods, the pre-candidacy prospectus, 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 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.

Note: 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.

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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 65 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.

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.

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

This program can be completed with a minimum of 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, 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.

- 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-8204 - Advanced Qualitative Design and Measurement -or-
- EDR-8205 - Advanced Quantitative Design and Measurement
- CMP-9603E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIP-9901A - Chapter 1 Introduction
- DIP-9903A - IRB and Data Collection
- DIP-9902A - Chapter 2 Research Method and Design
- DIP-9904A - Chapter 3 Findings and Recommendations

Doctor of Philosophy in Education, PhD

Description of Program

The Doctor of Philosophy in Education (PhD) program prepares you for significant contributions to the body of knowledge in the broad field of education as well as a more narrowed area of specialization within the field. You will start with an understanding of theoretical frameworks, as theory is the foundation of the PhD program. You will build knowledge, skills, and dispositions in the content of your specialization as well as research more generally, culminating in your dissertation research. Along the way, you will examine ethical principles, professional standards, and opportunities for sharing your research through presentations and publications.

Click here for potential career opportunities within the PhD-Ed.

Learning Outcomes

- Develop deep knowledge of educational systems, theories, and research in an area of expertise.
- Interpret theories, research, and ideas for different audiences through multiple methods of communication.
- Integrate ethical principles and professional standards for specific discipline within the field.
- Conduct autonomous or collaborative research using high-level analytical skills.
- Contribute to the body of knowledge specific to a discipline within the field.

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 or an international institution determined to be equivalent through an approved evaluation.

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.

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.

Note: 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.

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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 46 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.

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 37 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.

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 needed, 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.

- EDU-8100 - Theoretical Frameworks
- Specialization Course 1
- EDU-8200 - Writing for Research and Publication
- EDR-8200 - Scholarly Literature Review
- Specialization Course 2
- EDR-8203 - Research Methods
- Specialization Course 3
- EDR-8201 - Statistics I
- Specialization Course 4
- Elective Course
- Specialization Course 5
- EDR-8204 - Advanced Qualitative Design and Measurement
- Specialization Course 6
- EDR-8205 - Advanced Quantitative Design and Measurement
- EDR-8202 - Statistics II -OR- EDR-8206 - Applied Qualitative Analysis
- 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
- ED-7009 - Educating a Diversity of Learners

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-7003 - School Law
- ED-7009 - 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 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 - 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

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

- 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.

Click here for potential career opportunities within the PhD-EdL.

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 Admissions

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 pre-candidacy prospectus, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 49 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.

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 37 months.

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

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 needed, 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.

- 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-7009 - 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).

Click here for potential career opportunities within the PhD-ID.

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.

The University 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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 49 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.

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 37 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

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 needed, 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.

- 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:** SHS 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:** SHS 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.

Department of Nursing (SHSDN)

Northcentral's nursing programs, which emphasize management, leadership, quality and safety, and analytics, are housed within the Department of Nursing (SHSDN). Students in the Master's degree program (MSN) complete a 12-week practice experience course that includes a minimum of 100 practice experience hours in their specialization area of interest, in addition to an MSN Capstone project. Students in the Doctor of Nursing Practice (DNP) program complete a minimum of 500 clinical/practice experience hours (of the 1000 hours required post-baccalaureate for degree completion), which includes the final DNP Project.

Master of 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.

Click here for potential career opportunities within the MHA.

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

Program Affiliations

The MHA program is aligned with the accreditation standards of the Commission on Accreditation of Healthcare Management Education (CAHME), an associate member of the Association of University Programs in Health Administration (AUPHA), and participates in the American College of Healthcare Executives (ACHE) Higher Education Network. The MHA program has also established the NCU chapter of Upsilon Phi Delta, the national academic honor society for health administration students.

Basis for Admissions

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 application 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 all Master's programs of 36 credits or more.

The median time to completion for this program is 32 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.

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 29 months.

Course Sequence

The Master of Health Administration program can be completed in 42 credits.

- MHA-5000 - Introduction to Healthcare Management
- MHA-5001 - Quantitative Analysis for Healthcare Managers
- MHA-5002 - Health Management Leadership Seminar
- MHA-5103 - Healthcare Finance
- 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

Master of Science in Nursing, MSN

Description of Program

The Master of Science in Nursing (MSN) program is a 36-credit hour master's degree with an emphasis on leadership in contemporary health care organizations. The mission of the MSN program is to enhance the knowledge of the nurse leader, who is a key member of an interdisciplinary team that can have a positive impact on healthcare outcomes. The faculty believes that graduate nursing education should provide nurses with a theoretical base and competencies that can be used in meeting diverse nursing goals.

Click here for potential career opportunities within the MSN.

Note: Program availability may vary by state - please contact the Enrollment Office for more information

Learning Outcomes

- Assess nursing care against professional standards of care and community needs
- Recommend professional nursing practices using research and evidence-based practice models
- Prioritize accountability and responsibility in professional judgment, ethics and actions
- Recommend new models for nursing in an expanded role of citizen in the global society
- Evaluate policies and economics related to healthcare delivery

Basis for Admission

Basis for Admission to the Master of Science in Nursing program requires:

- A degree in nursing at the bachelor's level or higher from an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA).
- GPA 3.0 or above on a 4.0 scale
    - Applicants who meet all general admission requirements to the Master of Science in Nursing degree program, but who have a cumulative GPA for the BSN degree between 2.75 to 2.99, may be granted admission with additional screening.
- Current, active unrestricted license to practice as a Registered Nurse (RN) in the student's state of residence.
    - All students must maintain licensure throughout the program of study.
    - License number and expiration date are required.
- Graduates of a foreign school must have the BSN equivalency as determined by the Council on Graduates of Foreign Nursing Schools (CGFNS).
- Employment verification or verified access to an applicable healthcare environment for practice experience requirements for the Capstone Course.

Degree Requirements

The Masters of Nursing program requires a total of 36 graduate credits, including a minimum of 100 practice experience hours, for graduation.

All NCU master's degree program have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University

- Completion of subject area competency requirements for the graduate program
- Cumulative grade point average of 3.0 (letter grade of "B" or higher)
- Official documents on file for the basis for 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 5 years to complete all Master's programs of 36 credits or less.

The median time to completion for this program is 28 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.

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 26 months.

Program Specific Accreditation Information

The Commission on Collegiate Nursing Education (CCNE) has approved the application for initial accreditation of the Masters in Nursing at Northcentral University. NCU is pursuing initial accreditation from the Commission on Collegiate Nursing Education www.ccneaccreditation.org for the Masters in Nursing degree program. NCU is in the process of writing its self-study and scheduling the required accreditation visit for Spring, 2021.

Applying for accreditation does not guarantee that accreditation will be granted.

Course Sequence

The Master of Science in Nursing program can be completed with a minimum of 36 credit hours, but may require additional credit hours, depending on the completion of practice hours. If needed, 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.

- MSN-5000 - Dynamic Healthcare Environments
- MSN-5001 - Theoretical Foundations of Human Behavior
- MSN-5002 - Population Health Management
- MSN-5003 - Health Outcomes Research
- MSN-5004 - Quality and Safety
- MSN-5005 - Health Policy
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- MSN-5999 - Capstone Experience

Management in Organizational Leadership Specialization

The MSN in Management in Organizational Leadership program includes 36-credit hours and a minimum of 100 practice experience hours. The course outcomes are aligned with the American Association of Colleges (AACN) MSN Essentials (2011) and the American Organization of Nurse Leaders (AONL) Competencies (2015). The program is designed to offer graduate level education to Registered Nurses (RN) with a Bachelor of Science in Nursing (BSN) degree.

Designed for experienced nurses who want to expand their career options. This specialty prepares staff nurses to assume a broader leadership role in nursing management within a health care organization and to actively participate in and lead interdisciplinary teams.

Specialization Courses – 15 credit hours

- MSN-5100 - Human Resources Management
- MSN-5110 - Leadership in Healthcare Organizations
- MSN-5120 - Health Informatics
- MSN-5130 - Healthcare Finance & Economics
- MSN-5140 - Healthcare Strategic Management and Planning

Quality and Safety

The MSN in Quality and Safety program includes 36-credit hours and a minimum of 100 practice experience hours. The course outcomes are aligned with the American Association of Colleges (AACN) MSN Essentials (2011) and the QSEN Competencies (2012). The program is designed to offer graduate level education to Registered Nurses (RN) with a Bachelor of Science in Nursing (BSN) degree.

Designed for experienced nurses who want to expand their career options. This specialty prepares staff nurses to assume a broader leadership role in nursing management within a health care organization and to actively participate in and lead interdisciplinary teams.

Specialization Courses - 15 credit hours

- MSN-5200 - Patient Safety in Nursing
- MSN-5210 - Nursing Policy and Regulation in Healthcare
- MSN-5220 - Analytics in Quality and Patient Safety
- MSN-5230 - Performance and Process Improvement in Nursing
- MSN-5240 - The Nursing Quality Professional

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.

Click here for potential career opportunities within the DHA.

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. To be considered for admission to the DHA program, applications require:

- Completion of the application for admission

- Demonstration of at least 3 years of work related experience in mid-level or higher healthcare management or health-related positions
- Statement of goals and career interests
- Curriculum vitae or résumé

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
- University approval of dissertation project and successful completion of the dissertation defense
- Submission of the approved project 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 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 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.

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 44 months.

Applied Doctoral Experience Process

Faculty assists each NCU Doctoral student to reach this high goal through a systematic process leading to a high-quality completed applied project. This process requires care in choosing a project, documenting its importance, planning the methodology, and analyzing data. These activities lead smoothly into the writing and oral presentation of the project.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Project courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the project course sequence. If additional time is required to complete any of the project 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 Project 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 needed, 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.

- 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 Prospectus and 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 electives from a broad range of courses to fit their personal and professional goals. Electives have been agreed upon by the Deans of the Schools of Business, Education, Social and Behavioral Sciences, and Technology. A complete listing of the approved electives can be located through the following resources: the DHA Program Handbook, the SHS Health Administration Forum of the Commons, or by contacting the School of Health Sciences Academic and Financial Advisor(s).

Students must complete a minimum of 6 credit hours (2 elective courses) for the program.

Doctor of Nursing Practice in Executive Leadership

Description of Program

The Doctor of Nursing Practice (DNP) in Executive Leadership is a 46 credit program specifically designed to foster the advanced practice of nursing leadership within a complex, highly regulated health care system for nursing managers, directors, and executives. The DNP program includes both didactic and practice experience courses to meet the degree requirements.

NCU's DNP program will utilize both the American Association of Colleges of Nursing (AACN) DNP Essentials (2006) and the American Organization of Nurse Leaders (AONL) competencies (2015) in the development of program and course outcomes. The program includes 500 practice experience hours. The experiential learning component is focused on the development of leadership competencies across a variety of healthcare settings and organizations.

Click here for potential career opportunities within the DNP.

Note: Program availability may vary by state - please contact the Enrollment Office for more information

Learning Outcomes

- Evaluate data to inform nursing practice, organizational health, and care delivery
- Develop data-informed, literature based strategic plans for organizations
- Interface with other nursing professionals with regards to the fostering of culture of accountability and responsibility for professional judgment and actions
- Create new explanatory and predictive models to advance healthcare organizations and nursing care delivery in a global society

- Recommend health policies which ensure stewardship of resources, promote social justice, and community partnerships in maintaining health

Basis for Admission

Admission to the Doctor of Nursing Practice in Executive Leadership requires:

- Earned Master of Science in Nursing (MSN) from an institution accredited by either a regional accreditation agency or an agency recognized by the Council for Higher Education (CHEA).
- Students are expected to have completed 500 practice hours from their MSN program.
    - Students determined to have less than 500 hours upon entry will be required to complete additional hours during the program.
    - May include practice hours from Advanced Practice RN (APRN) MSN programs that are regionally or nationally accredited (CCNE or NLNAC/NCEA).
- GPA 3.0 or above on a 4.0 scale.
- Current, active unrestricted license to practice as a Registered Nurse (RN) in the student's state of residence.
- All students must maintain licensure throughout the program of study.
    - License number and expiration date are required.
- Employment verification or verified access to an applicable healthcare environment for practice experience requirements and completion
- Also required are: transcripts, current resume or curriculum vitae

Degree Requirements

The Doctor of Nursing Practice in Executive Leadership degree requires a minimum of 46 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 DNP degree program have the following graduation requirements:

- A minimum of 34 credit hours of graduate instruction must be completed through NCU
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Complete required practice experience hours
- Satisfactory completion of DNP Project
- Submission of the approved final DNP Project
- 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 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 36 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.

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 28 months.

Program Specific Accreditation Information

The Commission on Collegiate Nursing Education (CCNE) has approved the application for initial accreditation of the DNP program at Northcentral University. NCU is pursuing initial accreditation from the Commission on Collegiate Nursing Education

www.ccneaccreditation.org for the Doctor of Nursing Practice, degree program. NCU is in the process of writing its self-study and scheduling the required accreditation visit for Spring, 2021.

Applying for accreditation does not guarantee that accreditation will be granted.

Course Sequence

The DNP program requires a minimum of 46 credits. Additional credit hours may be allowed as needed to complete the scholarly paper. If granted, additional courses will be added to the student degree program in alignment with the Satisfactory Academic Process (SAP) and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- DNP-7000 - Leadership and Interprofessional Collaboration
- DNP-7001 - Contemporary Topics in Health Care
- DNP-7002 - Healthcare Economics and Finance
- DNP-7003 - Informatics in Healthcare Delivery
- DNP-7004 - Advanced Health Policy & Advocacy
- DNP-7005 - Translation of Evidence into Practice
- DNP-7006 - Program Planning and Evaluation
- DNP-7006A - Program Planning and Evaluation Practice Experience
- DNP-7007 - Health Outcomes Research
- DNP-7007A - Health Outcomes Research Practice Experience
- DNP-7008 - Clinical Analytics and Data Management
- DNP-7008A - Clinical Analytics and Data Management Practice Experience
- DNP-7997 - DNP Project I
- DNP-7997A - DNP Project Practice Experience
- DNP-7998 - DNP Project II
- DNP-7998A - DNP Project Practice Experience
- DNP-7999 - DNP Project III
- DNP-7999A - DNP Project Practice Experience

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 at NCU wishing to use their graduate training to acquire a license in a mental health profession have two options. Those desiring to purse a Marriage and Family Therapy (MFT) clinical licensure are advised to enter the NCU Master of Arts in Marriage and Family Therapy (MAMFT) program. Those student desiring to become a licensed social worker should choose the NCU Master of Social Work (MSW) program. Northcentral University does not approve or endorse students attempting to become professionally licensed or clinically licensed without successfully completing a formal degree program which prepares them for that licensure.

Only state licensure boards can approve a degree to meet each state's specific educational requirements. NCU has designed the MAMFT and MWS programs to meet most state licensure requirements. However, it is the responsibility of each student who intends to seek licensure or certification to become familiar with their state's requirements and ensure the degree meets their state requirements. Northcentral University faculty can assist students with interpreting or understanding a state's licensure requirements, or the requirements of any other such entity, but cannot speak for a state licensing board that makes the final determination of any state requirements. 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 provides access to a web-based hours tracking system, however, the University 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 Candidacy status with CSWE.

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 Preparation for Practicum

The clinical training process can begin any time after completion of the ninth course (students in the MAMFT-CA program are encouraged to begin after the twelfth course). Once this requirement is met, 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) of these pre-requisite courses.

Practicum Information

Participation in Marriage and Family Therapy practicum courses requires approval from the Director MFT 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 three months prior to their anticipated practicum enrollment date. Additional details regarding practicum options within each degree program are included in the program description section.

Internship Information

The Marriage and Family Therapy internship courses require pre-internship approval from the Director MFT 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 are included in the program description sections.

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 and it outlines student and NCU expectations and responsibilities related to the completion of clinical training.

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.

*Note: The Marriage and Family Sciences Trauma Studies Post-Baccalaureate certificate requires completion of 18 credit hours

Click here for potential career opportunities within the Post-Baccalaureate 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 and an interview with the Department Chair or Program Director (for those who will be doing clinical courses as a part of the certificate, a background check is also required).

Post-Baccalaureate Certificate 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

NCU allows 2 years to complete all certificate programs.

The median time to completion for this program is 12 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.

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 10 months.

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 choose four courses from those listed below.

MFT-6105 - Couple and Sex Therapy
MFT-6109 - Sex Therapy in MFT
MFT-6115 - Emotionally Focused Couples Therapy
MFT-6116 - Systemic Treatment of Infidelity and Sex Addiction
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.

In order to be eligible for clinical work (if needed), General Family Therapy (GFT) Certificate 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. GFT Certificate students will need to provide a copy of their transcripts to confirm successful completion (passing grades) of these pre-requisite courses.

Specialization Courses – 12 credit hours

Recommended courses for a foundation in MFT principles and concepts (for those not needing specific courses for licensure). If the student needs the course work for licensure, she or he will determine the courses during an interview with a program administrative faculty member.

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 Individuals in Families: Clinical Perspectives

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

MFT Dual Licensure

The MFT Dual Licensure certificate program is focused on assisting students to complete the additional course work needed to add the Licensed Professional Counselor (LPC) license to their LMFT.

Specialization Courses – 12 credit hours

Students seeking this certificate are required to complete the four courses listed below.

PSY-6109 - Career and Lifestyle Development
PSY-8144 - Group Therapy
PSY-6121 - Theories of Psychotherapy and Counseling
PSY-6114 - Psychological Tests and Measurements *

Note

PSY-6114 is the recommended elective; however, the fourth course can be modified based on unique state licensure requirements. During an interview with an administrative faculty member the fourth course will be determined.

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

Systemic Sex Therapy

The Systemic Sex Therapy Certificate 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 while working with individuals and couples facing sexual difficulties.

Specialization Courses – 12 credit hours

Students in this certificate are required to complete the four courses listed below.

MFT-6203 - Human Sexuality
MFT-6710 - Systemic Sex Therapy: Historical and Theoretical Foundations
MFT-6711 - Systemic Sex Therapy: Clinical Applications
MFT-6109 - Sex Therapy in MFT

Systemic Treatment of Addictions

The Systemic Treatment of Addictions Certificate 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 while working with individuals and families who are facing addictions or co-occurring disorders.

Specialization Courses – 12 credit hours

Students in this certificate are required to complete the four courses listed below.

MFT-6111 - Systemic Interventions in Addictions
MFT-6810 - Addictions: Historical and Theoretical Foundations
MFT-6811 - Addictions: Clinical Applications
MFT-6812 - Systemic Treatment of Co-occurring Disorders

Trauma Studies

The Post-Baccalaureate Certificate in Trauma Studies 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, while working with individuals and families who might have been exposed to traumatic events and dealing with effects related to traumatic experiences.

Specialization Courses – 18 credit hours

MFS-6000 - Foundations of Trauma Studies
MFS-6001 - Assessment and Treatment Planning of Trauma
MFS-6002 - Global Implications of Trauma

Select three courses from the following:

MFS-6003 - The Neurobiology of Trauma and Art-Based Interventions
MFS-6004 - Somatic Approaches/Vicarious Trauma
MFS-6005 - Working with Trauma in Family Systems, Systemic Trauma: Self, Culture, and Society
MFT-6106 - Families in Crisis
MFT-6113 - Assessing and Treating Family Violence
MFT-6610 - Trauma and Family Therapy: Historical and Theoretical Foundations
MFT-6611 - Trauma and Family Therapy: Clinical Applications

Marriage and Family Therapy, California Licensure Track, 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 and Clinical Training 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.

Click here for potential career opportunities within the MAMFT.

Learning Outcomes

The goals (referred to as Student Learning Outcomes) of the (MAMFT) program are:

Employ competence in working with diverse populations in clinical settings. (SLO #1)
Students/graduates** will evaluate family systems oriented clinical skills across a variety of contexts. (SLO #2)
Examine family systems theory oriented models of therapy (SLO #3)
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 recommended 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.

The University may accept a maximum of 15 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.

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:

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.

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.

Supervision – In conjunction with client contact, MAMFT students must receive a total of 100 hours of supervision, at least fifty-one (51) of which must be individual, in-person supervision conducted by an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. At least 50 hours of supervision must also involve a 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.

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).

Clinical Hours Tracking – the MAMFT program uses a web-based system 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 all Master's programs of 36 credits or more.

The median time to completion for this program is 71 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.

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 43 months.

Practicum Information

MA in Marriage and Family Therapy

Marriage and Family Therapy Master's students must complete at least two practicum courses (3 credits each) and three internship courses (1 credit hour each). Students are eligible to begin clinical training after completion of the ninth course (students in the MAMFT-CA program are encouraged to begin after the twelfth course). 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 MFT 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
MFT-5103 - Systemic Evaluation and Case Management
MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment

Internship Information

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 are required to find their own site. NCU does not assign students to specific sites. The Marriage and Family Therapy programs provide support to students in securing quality internship placements by having a team of full-time faculty and a clinical coordinator whose primary responsibility is supporting students in the process of searching, vetting, and maintaining sites and supervisors. This team also ensures student preparation for engaging in clinical work through the Practicum Preparation Process. The program keeps a database of previously approved sites in all states where students have completed clinical training. Students searching for sites and supervisors are welcome to contact previous sites the program has used or select a new site that fits their interest and meets the programs requirements.

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.

Master of Arts in Marriage and Family Therapy -California Licensure Track

For students residing in or planning to move to and pursue licensure in California, we offer a California Licensure Track 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.

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.

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 and the Clinical Training 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.

Click here for potential career opportunities within the MAMFT.

Note: Program availability may vary by state - please contact the Enrollment Office for more information

Learning Outcomes

The goals (referred to as Student Learning Outcomes) of the (MAMFT) program are:

Employ competence in working with diverse populations in clinical settings. (SLO #1)
Students/graduates** will evaluate family systems oriented clinical skills across a variety of contexts. (SLO #2)
Examine family systems theory oriented models of therapy (SLO #3)
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 recommended 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 Admissions

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 program requiring more than 45 credits and up to 60-credits or who 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.

The University may accept a maximum of 15 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. 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.

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:

- **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.
- **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 or the Clinical Training Handbook.
- **Supervision** – In conjunction with client contact, MAMFT students must receive a total of 100 hours of supervision, at least fifty-one (51) of which must be individual, in-person supervision conducted by an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. At least 50 of supervision must also involve a 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.
- **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).
- **Clinical Hours Tracking** – the MAMFT program uses a web-based system 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 all Master's programs of 36 credits or more.

The median time to completion for this program is 49 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.

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.

Practicum Information

MA in Marriage and Family Therapy

Marriage and Family Therapy Master's students must complete at least two practicum courses (3 credits each) and three internship courses (1 credit hour each). Students are eligible to begin clinical training after completion of the ninth course (students in the MAMFT-CA program are encouraged to begin after the twelfth course). 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 MFT Clinical Training and may be required to complete an Internship extension course prior to registering for MFT-6995. 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
MFT-5103 - Systemic Evaluation and Case Management
MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment

Internship Information

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 (three 1-credit hour) 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, co-therapy, 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 are required to find their own site. NCU does not assign students to specific sites. The Marriage and Family Therapy programs provide support to students in securing quality internship placements by having a team of full-time faculty and a clinical coordinator whose primary responsibility is supporting students in the process of searching, vetting, and maintaining sites and supervisors. This team also ensures student preparation for engaging in clinical work through the Practicum Preparation Process. The program keeps a database of previously approved sites in all states where students have completed clinical training. Students searching for sites and supervisors are welcome to contact previous sites the program has used or select a new site that fits their interest and meets the programs requirements.

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 preferred model 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.

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:

- All courses required for licensure in the selected state
- Completion of the customized research course (MFT 5106)
- Completion of the two specialization courses as listed below
- 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-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

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 two of the 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-6510 - Couple Therapy: Historical and Theoretical Foundations
- MFT-6511 - Couple Therapy: Clinical Applications
- MFT-6115 - Emotionally Focused Couples Therapy
- MFT-6116 - Systemic Treatment of Infidelity and Sex Addiction
- MFT-6203 - Human Sexuality

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 two of the 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 Individuals in Families: Clinical Perspectives
MFT-6203 - Human Sexuality

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 two of the 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 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 two of the 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 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-6116 - Systemic Treatment of Infidelity and Sex Addiction
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

Systemic Sex Therapy Specialization

This specialization is designed for students that are interested in working with individuals and couples that are facing sexual difficulties. Courses in this specialization cover the historical and theoretical foundations of systemic sex therapy, including how religion, culture and society have informed sexual behaviors. Students will learn about sexual disorders, models of therapy and assessment, creating a non-judgmental therapeutic alliance with clients and ethical issues specific to this field of practice. Additionally, students will learn how to apply this knowledge within the practice of marriage and family therapy. Students in this specialization are required to complete two of the content courses listed below, the research course (MFT 5106) focusing on issues related to working with clients struggling with sexual issues, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

Obtaining a specialization at the master's level allows students to focus their education and develop additional expertise in their particular area of study. It also provides the foundation (additional course work and supervised practice are required) for post-graduate pursuit of certification through the American Association of Sexuality Educators, Counselors and Therapists (AASECT).

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

MFT-6109 - Sex Therapy in MFT
MFT-6203 - Human Sexuality
MFT-6710 - Systemic Sex Therapy: Historical and Theoretical Foundations
MFT-6711 - Systemic Sex Therapy: Clinical Applications

Research Course - 3 credit hours

MFT-5106 - Research Methods and Evidence Based Practice

Systemic Treatment of Addictions Specialization

This specialization is designed for students that are interested in working with individuals and families facing addiction issues and co-occurring disorders. Courses in this specialization examine the historical and theoretical foundations of addictive disorders, the philosophies of co-occurring disorders and various systematic theories and evidence-based models for treatment. Students will also learn methods for assessing substance-related and addictive disorders in the context of family therapy and ethical issues related to working in the field of addictions as a Marriage and Family Therapist. Students in this specialization are required to complete two of the content courses listed below, the research course (MFT 5106) focusing on issues related to working with clients struggling with sexual issues, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

Obtaining a specialization at the master's level allows students to focus their education and develop expertise in their particular area of study. It also provides the foundation (additional course work and supervised practice are required) for post-graduate pursuit of certification or licensure in many states of the United States.

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

MFT-6111 - Systemic Interventions in Addictions
MFT-6810 - Addictions: Historical and Theoretical Foundations
MFT-6811 - Addictions: Clinical Applications
MFT-6812 - Systemic Treatment of Co-occurring Disorders

Research Course - 3 credit hours

MFT-5106 - Research Methods and Evidence Based Practice

Trauma Informed Systemic Therapy Specialization

This specialization is designed for students that are interested in helping individuals and families cope with the effects of traumatic events. Courses in this specialization are aligned with the International Association of Trauma Professionals (IATP) and cover a range of topics such as the nature and impact of psychological trauma, posttraumatic stress disorder and the human capacity for healing. Students will also learn about the historical and theoretical foundations of trauma, crisis-related issues in marriage and family therapy and systems-based theories and models in the context of family violence. 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 clients who have experienced trauma in their lives, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

Obtaining a specialization at the master's level allows students to focus their education and develop expertise in their particular area of study.

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

MFT-6106 - Families in Crisis
MFT-6610 - Trauma and Family Therapy: Historical and Theoretical Foundations
MFT-6611 - Trauma and 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 for individuals who do not hold the BSW, or a 36-credit hour program for students who have earned a qualified BSW degree. The program is built 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.

Students new to the field of social work can enter the Generalist track, a 60-credit program 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. The Generalist track is designed for non-Bachelor of Social Work (BSW) students, preparing them for practicing social work in agencies of many sizes and purposes.

Students who earned a bachelor's degree in social work from a CSWE accredited program can enter the Advanced Generalist 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 prepare students to take on social work roles in a broad variety of services areas, including health and behavioral health care facilities, prisons, schools, courts, human service agencies, employee assistance programs, governmental agencies, and many other areas. Graduates will be prepared to provide direct services with individuals, families, and groups, as well as policy and administration work.

The MSW program is based on the knowledge, values, and skills of the social work profession, emphasizing strengths-based and research-informed training and coursework that prepares students for diverse career opportunities. The MSW program is aligned 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.

Our master's level program includes the following:

The MSW Generalist track in which courses are designed for students whose undergraduate degree is not in social work
The MSW Advanced Generalist track in which courses are tailored for students who have completed an accredited BSW degree with a 3.0 GPA within the past seven years

Click here for potential career opportunities within the MSW.

Learning Outcomes

Learning outcomes are derived from the Council on Social Work Education's (CSWE) nine core competencies

- Students will demonstrate ethical and professional behavior.
- Students will engage diversity and difference in practice.
- Students will advance human rights and social, economic, and environmental justice.
- Students will engage in practice-informed research and research-informed practice.
- Students will engage in policy practice.
- Students will engage with individuals, families, groups, organizations, and communities.
- Students will assess individuals, families, groups, organizations, and communities.
- Students will intervene with individuals, families, groups, organizations, and communities.
- Students will evaluate practice with individuals, families, groups, organizations, and communities.

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 Generalist track requires a Bachelor of Social Work (BSW) or Bachelor of Science in Social Work (BSSW) degree from a CSWE accredited program within the past seven years (with some exceptions)**

The MSW program will allow for transfer of up to 6 credit hours for the Advanced Generalist track and 12 credits for the Generalist track. Transfer credits for the Generalist track must be completed at a regionally accredited institution and must be awarded a B/3.0 or higher grade. For the Advanced Generalist 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 guideline

- Course work which would be over seven years old at the completion of the degree program (as defined by the student's plan of study) may not be used
- Acceptance of transfer credits will depend upon how they fit within the MSW requirements and the student's overall plan of study
- Only applicants from CSWE-accredited graduate social work programs will be considered for admission as transfer students for the Advanced Generalist track

Additional State requirements may need to be met for Basis for 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 Social Work (MSW) program provides support to students in securing quality internship placements that include, but are not limited to the Field Education Director 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 MSW 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 students to contact the Field Education Director 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 Generalist requires a Bachelor of Social Work (BSW) degree from a CSWE accredited program.

Time to Completion

Advanced Generalist track - 36 Credits

NCU allows 5 years to complete all Master's programs of 36 credits or less.

The median time to completion for this program is 24 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.

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 12 months.

Generalist track - 60 Credits

NCU allows 6 years to complete all Master's programs of 36 credits or more.

The median time to completion for this program is 48 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.

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.

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 Generalist track and four practicum courses (3 credits each) for the Generalist 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 Education Director 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 faculty and staff support students in securing quality practicum placements guiding students through this process, speaking with potential placement sites that have been identified as a possible fit for the student, providing a national database of potential placements sites, and providing training materials to help student present professionally and appropriately. The MSW program cannot require a potential placement site to accept students; thus, it is the responsibility of the student to present themselves professionally while securing 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

Northcentral University requires that 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

As of November 12, 2019, 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 social work is regulated in every jurisdiction in North America. Licensure requirements include graduation from a CSWE-accredited program or program in candidacy, and success on the appropriate national examination. Many jurisdictions license new MSW graduates, using the Masters examination. All states offer a clinical license, which requires two-three years of supervised work in a clinical setting, as well as passage of the national Clinical test. 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 affect licensure. Although licensure laws are governed by individual states and can change frequently, the MSW program administration seeks to remain current with various licensing regulations. A student has the responsibility to be familiar with licensing regulations in his/her jurisdiction.

Program Specific Accreditation Information

Northcentral University's MSW program has achieved Candidacy for Accreditation by the Council on Social Work Education's (CSWE) Commission on Accreditation.

Candidacy for a master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards, but has not yet demonstrated full compliance.

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 is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy 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.

The NCU MSW program is in process to become accredited, which takes a minimum of three years. NCU began that process in August 2018. Once initial accreditation is granted, CSWE will recognize it retroactively to 2018. While NCU cannot guarantee that it will achieve ultimate accreditation, it is committed to meeting CSWE Educational Standards and Accreditation Standards. Accreditation is a quality-control process that indicates the educational program meets professional standards, and it applies to all program sites and delivery methods.

Because NCU is an online university based located in California, it is considered an out-of-state program in all states other than CA. Some states require that programs receive state authorizations before offering certain program to current residences of that state, even if a state licensing board will accept the degree to pursue licensure. In addition, because of certain state licensure regulations some state's licensing boards recommend programs wait until the MSW program is closer to receiving initial accreditation before accepting students. **For these reasons as of April 2020 NCU is currently not accepting students into the MSW program from the following states/district: Colorado, District of Columbia, Georgia, Iowa, Montana, New York, Pennsylvania.**

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.

Advanced Generalist Course Sequence

The Master of Social Work - Advanced Generalist can be completed in 36 credit hours.

Core Courses
MSW-5000 - Introduction to Social Work
MSW-6006 - Leadership in Social Work Practice
MSW-6007 - Research Methods in Social Work

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

Generalist Course Sequence

The Master of Social Work, Generalist track program can be completed in 60 credit hours.

The Master of Social Work, Generalist track program requires the foundation courses to be completed prior to enrolling in the Advanced Generalist 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 Work
MSW-6008 - Social Work in Interdisciplinary Settings
MSW-6009 - Generalist Practicum l

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.

Click here for potential career opportunities within the Post-Master's 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 and an interview with a faculty member (for those who will be doing clinical courses as a part of the certificate, a background check is also required).

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

NCU allows 2 years to complete all certificate programs.

The median time to completion for this program is 22 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.

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 12 months.

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.

Specialization Courses – 18 credit hours

MFT-8101 - Advanced Theories in MFT
MFT-8102 - Dynamics of Family Interaction
MFT-8208 - Family Therapy with Adolescents
MFT-8209 - Child and Adolescent Assessment and Diagnosis
MFT-8210 - Early Childhood and Parenting Interventions
MFT-8211 - Neurodevelopmental 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.

Specialization Courses – 18 credit hours

MFT-8101 - Advanced Theories in MFT
MFT-8102 - Dynamics of Family Interaction
MFT-8310 - Systemic Sex Therapy
MFT-8305 - Emotion and Differentiation Focused Couple Therapy
MFT-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice
MFT-8311 - 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.

In order to be eligible for clinical work (if needed), General Family Therapy (GFT) Certificate 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. GFT Certificate students will need to provide a copy of their transcripts to confirm successful completion (passing grades) of these pre-requisite courses.

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.

Specialization Courses – 18 credit hours

MFT-8104 - Pharmacology for Family Therapists

MFT-8402 - Medical Family Therapy
MFT-8403 - Medical Family Therapy Applications
MFT-8404 - Families, Health, and Illness
MFT-8408 - 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.

Specialization Courses – 18 credit hours

MFT-8103 - Assessing and Treating Family Violence
MFT-8115 - Family Systems Approaches to Addiction
MFT-8507 - Military and Veteran Cultures Across the Lifespan
MFT-8508 - Trauma and Resilience in Military and Veteran Couples and Families
MFT-8509 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations
MFT-8510 - 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 DMFT Program Handbook.

Click here for potential career opportunities within the DMFT.

Learning Outcomes

The Learning Outcomes of the Doctorate of Marriage and Family Therapy (DMFT) program are:

Develop competence in working with diverse populations in academic, clinical, supervision and research settings. (SLO #1)
Appraise clinical skills and ethical behaviors in systemic therapy and supervision. (SLO #2)
Produce applied research in the field of marriage and family therapy through independent research. (SLO #3)
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 DMFT program in the Department of Marriage and Family Sciences will be determined by the degree used to meet basis of admission and/or clinical experience. 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).

All applicants 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).

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:

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.

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 in-person 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.

Liability Insurance. Prior to beginning any clinical experience, DMFT students are required to submit proof of professional liability insurance.

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.

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 a dissertation prospectus. The DMFT Portfolio is a living document with major updates throughout the program.

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.

Competency in Research Writing Skills. DMFT students are required to successfully complete both DMFT-7101 and DMFT-7102 at NCU (or equivalent courses can be transferred in). 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.

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.

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.

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.

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.

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 credits or less.

The median time to completion for this program is 64 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.

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 54 months.

Practicum Information

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

Students must complete the following content and specialization courses before beginning their doctoral internship:

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
CMP-9601M - DMFT Portfolio II
**DMFT-8951 - DMFT Doctoral Practicum
DMFT-8970 - MFT Supervision
**DMFT-8971 - Doctoral 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 MFT 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. At least half of this supervision will occur in-person. DMFT students who are fully licensed MFTs can elect to complete an internship with a focus on such areas as clinical research, teaching, entrepreneurship, or administration within the field of marriage and family therapy. These students are required to have an on-site, in-person 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 MFT 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 supervision per week.

MFT Supervision Training

In addition to the practicum and internship courses, students in the DMFT 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 the University. The supervision course in the DMFT program is not pre-approved by the AAMFT to count for the 30-hour supervision course requirement. DMFT students must enroll in DMFT-8970, or as an alternative to completing the supervision course at the University, 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 DMFT-8970 will be met (for DMFT students wishing to pursue the AAMFT Approved Supervisor credential, completing the course through AAMFT is the only alternative).

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- DMFT8951 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-8209 - Child and Adolescent Assessment and Diagnosis
MFT-8208 - Family Therapy with Adolescents
MFT-8210 - Early Childhood and Parenting Interventions
MFT-8211 - Neurodevelopmental 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-8305 - Emotion and Differentiation Focused Couple Therapy
MFT-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice
MFT-8310 - Systemic Sex Therapy
MFT-8311 - 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.

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
MGT-7110 - Leadership in Organizations
PSY-8500 - Mental Health Service Policy
PSY-8501 - Mental Health Administration and Management
MGT-7022 - Advanced Topics in 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:

PSY-8503 - Evidence-Based Treatments
MGT-7022 - Advanced Topics in 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-8507 - Military and Veteran Cultures Across the Lifespan
MFT-8508 - Trauma and Resilience in Military and Veteran Couples and Families
MFT-8509 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations
MFT-8510 - Behavioral Health Care with Military and Veteran Populations

Doctor of Philosophy in Marriage and Family Therapy, PhDMFT

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 PhD-MFT Program Handbook.

Click here for potential career opportunities within the PhD-MFT.

Learning Outcomes

The Ph.D. in Marriage and Family Therapy (PhDMFT) program at Northcentral University involves an outcome-based education framework that includes Program Goals and Student Learning Outcomes (SLO). These outcomes are continually measured to determine the program and faculty effectiveness along with student progress. Please see the Program Handbook for more information on the program's education framework.

- Develop relational/systemic innovations addressing contemporary issues in the field of marriage and family therapy (SLO #1)
- Students/graduates will develop expertise in an area of specialization related to the field of couple/marriage and family therapy (SLO #2)
- Cultivate competence in working with diverse populations in various contexts (SLO #3)
- Create new knowledge in marriage and family therapy through independent research (SLO #4)
- Appraise relational/systemic ethical behaviors in various settings (SLO #5)

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:

- 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 63-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).
- 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 foundational curriculum requirements (taken from the MAMFT program).

Degree Requirements

The PhD in Marriage and Family Therapy degree requires a minimum of 63 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.

The PhD degree program in Marriage and Family Therapy (all specializations) has the following graduation requirements:

A minimum of 51 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:

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.

Client Contact – Doctoral students will be required to complete 800 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 400 hours of client contact must be relational (e.g., couple or family). For more information, please read the practicum and internship course descriptions.

Supervision – In conjunction with client contact, doctoral students must receive a total of 160 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.

Doctoral Internship (Advanced Practical Experience Component, or APEC) – Doctoral students are required to complete a 9-month, 20 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 in-person 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.

Liability Insurance – Prior to beginning any clinical experience, PhDMFT students are required to submit proof of professional liability insurance.

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.

Doctoral Portfolio – Students are required to complete three 4-week portfolio courses in which they develop a portfolio that showcases their academic, research, clinical, and professional competence. Students will upload a variety of documents to the portfolio, such as their degree plan, resume and key course assignments, as evidence of their progress and abilities. Students must pass the final portfolio course, which is the last course taken, in order to become a doctoral candidate and advance to the dissertation sequence.

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.

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.

Graduate-Level Research Methods and Statistics Competency - PhD students are required to complete MFT-7103, MFT-7110, MFT-7112, and either MFT-7113 or MFT-7114 at NCU. These courses prepare students for the dissertation and enhance their ability to critique published research and conduct independent research.

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 of 60 credits or more.

The median 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.

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 57 months.

Practicum Information

PhDMFT 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 who are not fully licensed MFTs (LMFTs) 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. Students who are LMFTs will complete a supervision practicum with NCU and a local supervisor is not required. Doctoral students will receive weekly supervision and evaluation from NCU Clinical Faculty.

The two practicum courses for non-LMFT doctoral level degree seeking marriage and family therapy students are MFT-8951 (Group practicum; 3 credit hours) or MFT-8952 (Individualized practicum; 3 credit hours). Additional details can be found in the course description.

MFT Supervision Training

In addition to the practicum and internship courses, students in the PhDMFT program must complete a course in MFT supervision methodology. The supervision course will be conducted in connection with the requirements established by the American Association for Marriage and Family Therapy (AAMFT) for students to become AAMFT Approved Supervisors. Not all requirements will be completed for the student to achieve the designation while in the program at Northcentral University. The supervision course in the PhDMFT program 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.

PhDMFT students must enroll in MFT-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 must submit documentation through their Academic and Finance Advisor for approval and the course requirements (credit hours) for MFT-8970 will be met.

Internship (Advanced Practical Experience Component; APEC) Information

Thus, doctoral students in the PhDMFT program typically begin their internship experience after completing the following courses:

MFT-7101 - Foundations for Doctoral Study in MFT
All Foundational Curriculum Leveling Courses
MFT-8101 - Advanced Theories in MFT

MFT-8102 - Dynamics of Family Interaction
CMP-9701M - Doctoral Portfolio I
MFT-7102 - Scholarly Writing in MFT
MFT-7103 - Research Methods in MFT
Specialization Course #1
MFT-7110 - Quantitative Analysis in MFT
Specialization Course #2
MFT-7111 - Quantitative Measurement and Design in MFT
MFT-8951 or 8952 MFT Doctoral Practicum I
CMP-9702M - Doctoral Portfolio II
Specialization Course #3
MFT-8970 - MFT Supervision
MFT-7112 - Qualitative Measurement and Design
Specialization Course #4

Final approval of a student's internship plan rests with the Director of MFT Doctoral Programs.

MFT doctoral students must complete a 9-month internship (APEC) under the direction of an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. Students will identify two emphases for their internship from the following ten possibilities: advanced research, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy.

For doctoral students who have not previously completed their clinical hours for licensure, a key requirement of this internship is to complete at least 800 hours of direct client contact, 400 of which must be relational (they must select either advanced clinical theory or clinical practice/innovation as one of their APEC emphases). In conjunction with client contact, doctoral students must complete 160 hours of supervision. All local supervision will occur in-person. 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 documented and signed appropriately. Students are required to submit a summary of client contact and supervision hours during the Practicum Preparation and APEC Contract Processes. Documentation of the completion of all required hours is submitted during the third Portfolio course.

Doctoral students who have completed the required 800 hours of client contact and 160 hours of supervision prior to enrolling in the doctoral internship can elect to complete an internship on two of the other eight emphases identified above. These students are required to have an on-site in-person supervisor who will serve as a mentor and supervisor. Supervisors are approved on a case-by-case basis by the Director of MFT Doctoral Programs. Students in a non-clinical internship are required to have a supervisor who will be available to the intern for at least one hour of in-person supervision per week.

The APEC or internship process for doctoral MFT students is offered as a series of three 1-credit courses including MFT-8991, MFT-8992, and MFT-8993. Additional details can be found in the course descriptions.

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 63 credit hours, but *may require additional credit hours*, depending on the need for Foundational Curriculum courses and the time required to complete the dissertation research. If

granted, additional dissertation courses will be added to the student's 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 (FC) – Up to 30 credit hours may be required as determined by formal review during the applicant evaluation process. Any required courses from the Foundational Curriculum are completed in addition to the minimum of 63 credits required to complete the MFT doctoral degree plan. Students who need three or fewer FC courses will complete them as a part of the PhDMFT program. Those needing four or more courses will complete them as part of a Post-Master's Certificate Program.

Foundation Curriculum* - All Foundation Curriculum Areas (FCA) below must be met	
Content Area	*Number of required Credit hours*
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-8101 - Advanced Theories in MFT
MFT-8102 - Dynamics of Family Interaction
CMP-9701M - Doctoral Portfolio I
MFT-7102 - Scholarly Writing in MFT
MFT-7103 - Research Methods in MFT
Specialization Course 1
MFT-7110 - Quantitative Analysis in MFT
Specialization Course 2
MFT-7111 - Quantitative Measurement and Design in MFT
MFT-8970 - MFT Supervision

For students who are not LMFTs
MFT-8951 - MFT Doctoral Practicum I Or
MFT-8952 - MFT Doctoral Practicum I

For students who are LMFTs:
MFT-8971 - MFT Supervision Practicum

CMP-9702M - Doctoral Portfolio II
Specialization Course 3
MFT-7112 - Qualitative Measurement and Design
Specialization Course 4
MFT-8991 - MFT Advanced Practical Experience Component (APEC I)
MFT-8992 - MFT Advanced Practical Experience Component (APEC II)
MFT-8993 - MFT Advanced Practical Experience Component (APEC III)
MFT-7113 - Advanced Qualitative Design and Analysis OR
MFT-7114 - Advanced Quantitative Design and Analysis
CMP-9703M - Doctoral 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 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. Twelve (12) credit hours of coursework are devoted to Child and Adolescent Therapy.

Required Courses - 12 credit hours

MFT-8209 - Child and Adolescent Assessment and Diagnosis
MFT-8208 - Family Therapy with Adolescents
MFT-8210 - Early Childhood and Parenting Interventions
MFT-8211 - Neurodevelopmental 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. Twelve (12) credit hours of coursework are devoted to Couple Therapy.

Required Courses - 12 credit hours

MFT-8305 - Emotion and Differentiation Focused Couple Therapy
MFT-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice
MFT-8310 - Systemic Sex Therapy
MFT-8311 - The Couple Life Cycle in MFT Practice and Supervision

Culture, Diversity and Social Justice in a Global Context Specialization

The Culture, Diversity, and Social Justice in a Global Context Specialization is designed to prepare students to work with diverse clients and serve in diversity and inclusion positions within organizations and institutions. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component, and dissertation research on issues related to culture, diversity, and social justice in a global context. Twelve (12) credit hours of coursework are devoted to culture, diversity, and social justice in a global context.

Required Courses - 12 credit hours

MFT-8701 - Language of Diversity
MFT-8702 - A Systemic Evaluation of Global Concerns and Diversity
MFT-8703 - Social Justice Advocacy in the United States
MFT-8704 - Culturally Sensitive Care in MFT

Education and Supervision Specialization

The Education and Supervision Specialization is designed to prepare students to serve as teachers, mentors, and supervisors--mentors for the next generation of marriage and family therapists. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component, and dissertation research on issues related to education and supervision. Twelve (12) credit hours of coursework are devoted to education and supervision.

Required Courses - 12 credit hours

MFT-8721 - Constructing a Professional Identity
MFT-8722 - Teaching Systemic Theories
MFT-8723 - Analyzing Supervision Interventions
MFT-8724 - Employing Technology in Supervision

General 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 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 - 12 credit hours

Electives - Four electives (theory or treatment-focused) chosen from any of the Department of Marriage and Family Sciences (DMFS) doctoral level 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. Twelve (12) credit hours of coursework are devoted to Medical Family Therapy.

Required Courses – 12 credit hours

MFT-8402 - Medical Family Therapy
MFT-8403 - Medical Family Therapy Applications
MFT-8404 - Families, Health, and Illness
MFT-8408 - Loss and Bereavement

Systemic Leadership Specialization

The Systemic Leadership Specialization is designed to prepare students to assume leadership roles in agencies and organizations. Students will be taught to apply systems theory to leadership roles and functioning within organizations. Students in this

specialization are required to focus their course projects, Advanced Practical Experience Component and dissertation research on issues related to systemic leadership. Twelve (12) credit hours of coursework are devoted to systemic leadership.

Required Courses - 12 credit hours

DMFT-8705 - Systemic Leadership
MFT-8712 - Leadership Development in Public and Non-Profit Community Organizations
MFT-8713 - Public or Corporate Policy Making
MFT-8714 - Leadership in Higher Education

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. Twelve (12) credit hours of coursework are devoted to Therapy with Military Families.

Required Courses – 12 credit hours

MFT-8507 - Military and Veteran Cultures Across the Lifespan
MFT-8508 - Trauma and Resilience in Military and Veteran Couples and Families
MFT-8509 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations
MFT-8510 - 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 to lead to licensure or to prepare students for licensure

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.

Click here for potential career opportunities within the Post-Baccalaureate 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

NCU allows 2 years to complete all certificate programs.

The median 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.

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.

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- 12 credit hours

- 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- 12 credit hours

- 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- 12 credit hours

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- 12 credit hours

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.

Click here for potential career opportunities within the MA in Psychology.

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 12 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 5 years to complete all Master's programs of 36 credits or less.

The median 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.

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 Arts in Psychology program can be completed in 30 credits.

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

Required Capstone Course
PSY-6105 - Capstone Course: Psychology

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.

Sport Psychology

The Master of Arts specialization in Sport Psychology degree program is focused on developing the skills and personal and professional growth that are required for effective practice in the field of Sport Psychology. The program is designed to provide an integrated learning experience for students seeking specific training in the profession of Sport Psychology. Students in this program will critically analyze a broad range of theories and practical knowledge in Sport Psychology. The specialization complies with the eight knowledge areas as required for the Certification Council for the Certified Mental Performance Consultant (CMPC). The degree offers the opportunity to engage in field work and supervision. This training prepares students for applied sport psychology work in a variety of settings; for example, youth and recreational sports facilities, high school athletics, collegiate athletic departments, professional sports organizations, and private practice.

Sports Psychology Course Sequence

PSY-5101SP - Foundations for Sport Psychology
PSY-5103SP - Professional Ethics and Law in Sport Psychology
Specialization Course 1
Specialization Course 2
Specialization Course 3
PSY-5104 - Theories of Human Development and Functioning
PSY-5107SP - Research Methods in Sport Psychology

Specialization Course 4
Specialization Course 5
Specialization Course 6
Specialization Course 7
Capstone Course

Specialization Courses – 24 credit hours

PSY-6907 - Kinesiology
PSY-6908 - Psychopathology in Sport
PSY-6909 - Applied Sport Psychology
PSY-6910 - Counseling Skills for Sport Psychology
PSY-6911 - Psychological Foundations of Human Behavior
PSY-6912 - Diversity, Culture and Society

Select 1 courses from the following:

PSY-6913 - Team Building and Group Dynamics
PSY-6914 - Psychology of Athletic Injury
PSY-6915 - Field Work I

Select 1 courses from the following:

PSY-6916 - Field Work II
PSY-6917 - Capstone in Sport Psychology

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.

Click here for potential career opportunities within the Masters of Science in Child and Adolescent Developmental Psychology.

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 12 semester credits in transfer toward the Master of Science in Child and Adolescent Developmental Psychology 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 5 years to complete all Master's programs of 36 credits or less.

The median 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 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.

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 Child and Adolescent Developmental Psychology program can be completed in 30 credits.

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

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.

Click here for potential career opportunities within the Masters of Science in Educational Psychology.

Note: Please see Internship Handbook for more information about program requirements and policies.

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 (MS)

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 Northcentral 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 Northcentral 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 Northcentral University will be accepted by the receiving institution
  - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Northcentral 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 Northcentral 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) in psychology programs 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 12 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 5 years to complete all Master's programs of 36 credits or less.

The median 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.

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

The Master of Science in Educational Psychology program can be completed in 30 credits.

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.

Click here for potential career opportunities within the Masters of Science in Forensic Psychology.

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 (MS)

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 Northcentral 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 Northcentral 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 Northcentral University will be accepted by the receiving institution
  - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Northcentral 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 Northcentral 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) in psychology programs 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 12 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 5 years to complete all Master's programs of 36 credits or less.

The median 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.

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 Forensic Psychology program can be completed in 30 credits.

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

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.

Click here for potential career opportunities within the Masters of Science in Health Psychology.

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 (MS)

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 Northcentral 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 Northcentral 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 Northcentral University will be accepted by the receiving institution

- Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Northcentral 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 Northcentral 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) in psychology programs 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 12 semester credits in transfer toward the Master of Science in Health Psychology 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 5 years to complete all Master's programs of 36 credits or less.

The median 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 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.

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 Health Psychology program can be completed in 30 credits.

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

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.

Click here for potential career opportunities within the Masters of Science in Industrial and Organizational Psychology.

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.

Additional State requirements may need to be met for Basis of Admissions into a program:

Basis for Admission - Washington State Students (MS)

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 Northcentral 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 Northcentral 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 Northcentral University will be accepted by the receiving institution
  - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Northcentral 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 Northcentral 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) in psychology programs 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 Industrial/ Organizational Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Industrial and Organizational Psychology 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 5 years to complete all Master's programs of 36 credits or less.

The median 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 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.

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 Industrial and Organizational Psychology program can be completed in 30 credits.

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

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).

Click here for potential career opportunities within the Post-Master's 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 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

NCU allows 2 years to complete all certificate programs.

The median time to completion for this program is 12 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.

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 10 months

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-8606 - 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-8133 - Addiction Assessment and Treatment Planning
- PSY-8113 - Addiction and Related Disorders
- PSY-8114 - Co-Occurring Disorders
- PSY-8115 - Family Systems Approaches to Addiction
- PSY-8144 - Group Therapy

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-8130 - 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-8407 - Industrial/Organizational Psychology
PSY-8408 - Leadership and Management
PSY-8409 - Work Motivation and Attitudes
PSY-8410 - Organizational Development

PSY-7113 - Recruitment, Selection, and Training
PSY-7117 - Advanced Statistics in IO Psychology

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

Psychology of Gender and Sexual Fluidity

The Post-Master's Certificate in Psychology of Gender and Sexual Fluidity 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-7121 - Socio-Contextual Psychology of Gender
PSY-7122 - Family Processes and Social Context
PSY-7123 - Key Theories and Concepts in Sexuality and Gender Studies
PSY-7124 - Sexuality and Sexual Fluidity
PSY-7125 - LGBTQ Identity and Relationship Development through the Life Cycle
PSY-7126 - Special Topics: Research, Policy, & Advocacy from a Global Perspective

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.

Click here for potential career opportunities within the PhD in Psychology.

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:

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.
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.

In order to enter the Doctor of Philosophy, Counseling Psychology specialization applicants must have a conferred clinical master's degree in a mental health or related field that included a practicum/internship, from a regionally accredited institution, and/or licensed in a mental health field.

Standard Curriculum - Three credit hours determined based on formal evaluation. These courses are in addition to the 60 credits listed below.

PSY-7120 - Overview of the Psychological Concepts

Basis of Admissions – Counseling Psychology

Applicants entering the Doctor of Philosophy in Psychology with a specialization in Counseling Psychology, must have a conferred clinical master's degree in a mental health or related field that included a practicum/internship, from a regionally accredited institution. There are two options for entering the doctoral program in psychology:

Direct Entry – Individuals with a previously completed a master's degree in Clinical Mental Health Counseling, Marriage and Family Therapy, Marriage and Family Counseling/Therapy, or Social Work may immediately begin the 60-credit PhD program.
Evaluation Track – Individuals who have previously completed a master's degree in School Counseling, Addiction Studies, or Addiction Counseling must have their transcripts evaluated to determine if previous coursework meets the curriculum requirements.

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 the Pre-Candidacy Prospectus course
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, DNP, 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, DNP, 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 and acknowledgements
Cannot be academically dismissed from previous doctoral program
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.

The median time to completion for this program is 81 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.

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 46 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 Course, 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.

Exceptions:

The preferred elective course for the Industrial/Organizational Psychology specialization is PSY-7118 - Internship in I/O Psychology.

The elective for both counseling specializations is PSY-8606 Clinical Supervision.

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-8133 - Addiction Assessment and Treatment Planning
PSY-8113 - Addiction and Related Disorders
PSY-8114 - Co-Occurring Disorders
PSY-8115 - Family Systems Approaches to Addiction
PSY-8144 - Group Therapy

Counseling Psychology - CA Track

The Doctor of Philosophy in Psychology specialization in counseling psychology is designed for mental health professionals who are licensed or pre-licensed having a foundation of clinical knowledge and skills at the master level. The program is intended for professionals who seek to improve their theoretical knowledge and clinical skills, while preparing them to advance their career in the mental health field. In addition, the program is designed to provide for the meaningful integration of theory, practical application, research, and scholarship, culminating in a dissertation.

In this PhD-PSY specialization students will learn about clinical supervision, psychopharmacology, research, and cognitive and personality assessment. In addition, students will acquire knowledge in areas such as human sexuality, addictions assessment and treatment planning, child and adolescent psychology and lifespan dynamics.

This PhD-PSY specialization is designed to fulfill the current [2019] academic requirements [only] for licensure as required by the California Board of Psychology. The California Licensure Track meets the educational requirements for licensure as a psychologist in California. Students/ graduates will be responsible for acquiring supervised clinical training as required by Section 14 of the California Business and Professions Code [https://www.psychology.ca.gov/applicants/license.shtml] independent of the program.

Specialization Courses – 18 Credit Hour

PSY-8147 - Psychopharmacology
PSY-8109 - Cognitive and Personality Assessment
PSY-8150 - Human Sexuality
PSY-8133 - Addiction Assessment and Treatment Planning
PSY-8145 - Child and Adolescent Psychology
PSY-8151 - Lifespan Dynamics

Note

*The elective for both counseling specializations is PSY-8606 Clinical Supervision.

Counseling Psychology Specialization

The Doctor of Philosophy in Psychology specialization in counseling psychology is designed for mental health professionals who are licensed or pre-licensed having a foundation of clinical knowledge and skills at the master level. The program is intended for professionals who seek to improve their theoretical knowledge and clinical skills, while preparing them to advance their career in the mental health field. In addition, the program is designed to provide for the meaningful integration of theory, practical application, research, and scholarship, culminating in a dissertation.

PhD-PSY specialization students will learn about clinical supervision, psychopharmacology, program evaluation, research, and cognitive and personality assessment. In addition, students in this program can choose to deepen their knowledge and skills in several areas of their interest. For example, students can choose courses in psychopathology, addictions assessment and treatment, multicultural psychology, and other areas of interest.

Specialization Courses – 18 Credit Hours

Required Courses - 6 Credit Hours
PSY-8147 - Psychopharmacology
PSY-8109 - Cognitive and Personality Assessment

Select 4 courses from the following:
PSY-8130 - Multicultural Psychology
PSY-8144 - Group Therapy
PSY-8145 - Child and Adolescent Psychology
PSY-8148 - Adult Psychopathology
PSY-8146 - Theories of Psychotherapy and Counseling
PSY-8604 - Addiction Treatment and Special Populations
PSY-7012 - Professional Ethics, Law, and Psychology
PSY-8118 - Grant Writing in Psychology
PSY-8107 - Program Evaluation and Monitoring in Psychology
Any PSY-8000 course

Note

*The elective for both counseling specializations is PSY-8606 Clinical Supervision.

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-8103 - Cognition, Emotion, and Motivation *
PSY-8118 - Grant Writing in Psychology *
PSY-8130 - Multicultural Psychology *
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

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

In the PhD-PSY in Industrial-Organizational Psychology specialization, you will learn to apply psychological theories to critical issues in the fields of business and industry. Specifically, you'll gain expertise in the dynamics of leadership and management, the best practices for enhancing employee motivation and engagement, and the structure and procedures of organizational development. You will become adept at applying the scientific method to investigate issues of critical relevance to individuals, businesses, and society; including employee stress and well-being, workforce diversity, and work-life balance. The application of tests and measurements and the interpretation of their results as applied to employee selection, performance appraisals, and training evaluations will also be addressed. During the program, you will have the option to complete an internship, where you can apply your newly gained knowledge and skills in an organizational setting. The internship course offers you the opportunity to train in the field, build your professional resume, and network with organizational practitioners. This I/O specialization was created to align with the Society for Industrial and Organizational Psychology's (SIOP) guidelines for education and training, and thus it offers course work which allows for the development of key competencies required for success in the field. In particular, the I/O specialization will prepare you to assume leadership positions in industry, government, consulting and education.

Specialization Courses - 18 credit hours

Select 6 courses from the following:

PSY-8407 - Industrial/Organizational Psychology
PSY-8408 - Leadership and Management
PSY-8409 - Work Motivation and Attitudes
PSY-8410 - Organizational Development
PSY-7113 - Recruitment, Selection, and Training
PSY-7117 - Advanced Statistics in IO Psychology

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

Psychology of Gender and Sexual Fluidity

The purpose of the Psychology of Gender and Sexual Fluidity 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 Psychology of Gender and Sexual Fluidity studies.

Specialization Courses - 18 credit hours

Select 6 course from the following:

PSY-7121 - Socio-Contextual Psychology of Gender
PSY-7122 - Family Processes and Social Context
PSY-7123 - Key Theories and Concepts in Sexuality and Gender Studies
PSY-7124 - Sexuality and Sexual Fluidity
PSY-7125 - LGBTQ Identity and Relationship Development through the Life Cycle
PSY-7126 - Special Topics: Research, Policy, & Advocacy from a Global Perspective

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.

Click here for potential career opportunities within the Master of Science in Computer Science.

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 or nationally 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 12 semester credits in transfer toward the Master of Science in Computer Science for graduate course work completed at an accredited college or university with a grade average 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 Master's programs of 36 credits or less.

The median 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.

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 Computer Science program can be completed in 30 credits.

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 student's 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.

Click here for potential career opportunities within the MSCY.

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 12 semester credits in transfer toward the Master of Science in Cybersecurity for graduate course work completed at an accredited college or university with a grade average 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 Master's programs of 36 credits or less.

The median 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.

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 Cybersecurity program can be completed in 30 credits.

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-6331 - 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.

Click here for potential career opportunities within the MSDS.

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 Admissions

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 Master's programs of 36 credits or less.

The median 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.

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 Data Science program can be completed in 30 credits.

- 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-6591 - Strategic Management of Data, Information and Knowledge for Data Science

Master of Science in Information Technology, MS

Description of Program

The Master of Science in Information Technology program is designed for IT professionals wishing to expand their technical skills and knowledge and prepare them for different IT careers. The program includes a series of core courses to provide a solid breadth of field knowledge and four different series of specialization courses aligned with professional credentials and structured to develop applied knowledge for different career goals. Following an applied practical approach, students learn how to administer IT systems and services and incorporate project management methodologies into technical planning, analysis, design, development, implementation, response, and documentation of IT solutions to support and improve enterprise operations.

Click here for potential career opportunities within the MSIT.

Learning Outcomes

- Demonstrate an applied knowledge of IT industry standards, resources, and techniques.
- Administer IT systems and services to optimize operations.
- Conduct technical analysis, design, response, and documentation to support enterprise operations.
- Incorporate project management methodology into planning, development, and implementation of IT solutions.
- Assess legal, ethical, privacy, and security considerations throughout the information technology life cycle.

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 15 core credits, 12 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 12 semester credits in transfer toward the Master of Science in Information Technology for graduate course work completed at an accredited college or university with a grade average 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.

Grade Point Average of 3.0 (letter grade of "B") or higher

Official documents on file for basis of admission:

- 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 5 years to complete all Master's programs of 36 credits or less.

The median 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 finance 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 16 months.

Course Sequence

The Master of Science in Information Technology program can be completed in 30 credit hours.

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 student's request. Please contact your Academic Finance Advisor for more information.

- TIM-5000 - Principles of Information Technology for the IT Professional
- TIM-5025 - Networks, Clouds and Mobile Computing
- TIM-5035 - Cybersecurity, Risk Management and Policy for IT Professionals
- TIM-5040 - Systems and Architectures for IT Professionals
- TIM-5050 - Project Management for IT Professionals
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3

- Specialization Course 4
- TIM-6590 - Strategic Management of Data, Information, and Knowledge

Cloud and Networking Infrastructure Management Specialization

The MSIT Cloud and Networking Infrastructure Management Specialization focuses on developing the knowledge and skills needed to model, configure, and administer traditional and cloud network infrastructures, using an applied experiential approach.

Specialization Courses – 12 credit hours

- TIM-6410 - Cloud Computing
- TIM-6445 - Wireless Networking
- TIM-6120 - Distributed Systems
- TIM-6450 - Advanced Network Administration

General Information Management Specialization

The MSIT General Information Management Specialization focuses on developing the skills and knowledge needed to manage and support technical teams. This specialization provides students with a general overview of systems analysis and design, cybersecurity, data integration, IT asset management.

Specialization Courses – 12 credit hours

- TIM-6430 - Systems Analysis & Design
- TIM-6301 - Principles of Cybersecurity
- TIM-6530 - Big Data Integration
- TIM-6550 - IT Asset Management

Information Technology Project Management Specialization

The MSIT Information Technology Project Management Specialization focuses on developing the skills and knowledge needed to lead or support information technology projects and programs. As part of this specialization, students will explore strategies to control project risk and manage project teams and resources to ensure the delivery of quality technical products and services.

Specialization Courses – 12 credit hours

- TIM-6610 - Leadership in Project Management
- TIM-6630 - Managing Risk in Project Management
- TIM-6210 - Quality Management
- TIM-6640 - Program & Portfolio Management

Network Risk Management and Control Specialization

The MSIT Network Risk Management and Control Specialization focuses on developing the skills and knowledge needed to ensure network integrity, functionality, and security by using assessment tools and procedures to evaluate network health and effectiveness of control structures.

Specialization Courses – 12 credit hours

- TIM-6350 - Network Modeling and Design
- TIM-6360 - Advanced Network Risk Management
- TIM-6320 - Contingency Planning & Disaster Recovery
- TIM-6370 - Network Governance, Control and Assurance

Master of Science in Technology and Innovation Management, MS - Asset Management Specialization (IAITAM)

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.

Click here for potential career opportunities within the MSTIM.

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

School of Technology students entering the Master of Science in Technology and Innovation Management (MSTIM) program with a bachelor's degree from a regionally or nationally accredited academic institution and the seven certifications as specified by International Association of Information Technology Asset Managers (IAITAM) may immediately begin the MSTIM program.

For students enrolling in the MSTIM program with the Asset Management specialization, enrollment requires the completion of 7 IAITAM certifications in order to begin the program. Students will receive a 6 credit block transfer from IAITAM that applies toward the 30 total credits required for degree completion. An official copy of the certifications through IAITAM will need to be provided.
Students who do not meet BFA requirements will not be allowed to start the program.

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. A Student's Academic and Finance Advisor can assist with any questions related to program requirements.

The University may accept a maximum of 12 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 Master's programs of 36 credits or less.

The median 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.

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 14 months.

Course Sequence

The Master of Science in Technology and Innovation Management program can be completed in 30 credits.

The Master of Science in Technology and Innovation Management (MSTIM) - Asset Management may have up to 6 credits transfer into program from 7 IAITAM Certifications.
Please refer to IAITAM for list of 7 required IAITAM certifications required for enrollment into program.

*Certifications subject to change.

- 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
- TIM-6301 - Principles of Cybersecurity
- TIM-6601 - IT Project Management
- TIM-6620 - Project Management Systems & Technology
- TIM-6010 - Strategic Management of Technology & Innovation

Master of Science 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.

Click here for potential career opportunities within the MSTIM.

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 12 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 Master's programs of 36 credits or less.

The median 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.

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 Technology and Innovation Management program can be completed in 30 credits.

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-6331 - 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.

Click here for potential career opportunities within the PhD-CS.

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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 49 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.

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.

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, TIM8101. Students who perform well on this assessment will be exempted from TIM7200.

*Those whose writing skills need additional practice, as determined by three or more items scored as "needs improvement," will be required to take TIM7200.

**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-7101 - Statistics with Technology Applications
- TIM-8150 - Artificial Intelligence
- TIM-7211 - 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-9701CS - PhD 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 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.

Click here for potential career opportunities within the PhD-DS.

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 Admissions

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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 49 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.

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.

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-9701DS - PhD 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 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*.

Click here for potential career opportunities within the PhD-TIM.

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 Pre-Candidacy Prospectus
- 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 7211, **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-7101 - 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, DNP, 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, DNP, 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 and acknowledgements
- Cannot be academically dismissed from previous doctoral program
- 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.

The median time to completion for this program is 49 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.

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.

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 specializations, three research, pre-candidacy prospectus, 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, TIM7001. Students who perform well on this assessment will be exempt 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-7101 - Statistics with Technology Applications
- Specialization Course 5
- TIM-7040 - Technology Policy & Strategy
- TIM-7211 - 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
- 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 Digital Cyber Warfare, and 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

School of Undergraduate Studies

School of Undergraduate Studies Mission

The mission of the School of Undergraduate Studies is to provide a solid disciplinary foundation upon which students will build the necessary knowledge and skills in preparation for the next steps in their academic, civic and career progression. The School of Undergraduate Studies is dedicated to continuous improvement in support of student academic success by providing a flexible, affordable, career-focused and academically rigorous path to earn a US regionally accredited undergraduate degree. By recognizing that adult learners already possess a wealth of experience from prior academic coursework, experiential learning, the workplace and military service, the School of Undergraduate Studies' degree completion programs serve to provide a more efficient and cost-effective pathway for students to advance their career goals and become lifelong learners.

Objectives

Graduates from School of Undergraduate Studies programs will be able to;

1. Examine the interconnectedness of major knowledge areas in a holistic, systems-view, fashion.
2. Utilize their oral and written communication skills to collaborate with peers in solving problems and implementing solutions.
3. Understand their role and responsibilities as citizens in a diverse society.
4. Utilize critical thinking and information literacy skills to discern facts and underlying truths.
5. Demonstrate self-motivation as part of a lifelong learning mindset.
6. Demonstrate preparedness for pursing a graduate program as part of career advancement.
7. Demonstrate awareness of, and potential solutions to, cultural and ethical issues that arise in organizations and society at large.

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 into Business Management, Business Leadership, and Technology

and Innovation Management. 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).

Click here for potential career opportunities within the BBA.

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 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

NCU allows 180 attempted credit hours to complete all 120 credit bachelor programs.

Estimated time to completion for this program is 47 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.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, may be able 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 Courses - 6 Credits

- TIM-5001 - Principles of Technology Innovation Management
- TIM-5010 - Computer Networks & Mobile Computing

Choose desired specialization from list below- 6 credits Computer Science

- TIM-6101 - Principles of Computer Science
- TIM-6120 - Distributed Systems

Cybersecurity

- TIM-6301 - Principles of Cybersecurity
- TIM-6310 - Cyber Forensics

Data Science

- TIM-6501 - Quantitative Methods for Data Analytics and Business Intelligence
- TIM-6510 - Data Visualization

Engineering Management

- TIM-6601 - IT Project Management
- TIM-6210 - Quality Management

Information Systems

- TIM-6601 - IT Project Management
- TIM-6410 - Cloud Computing

IT Project Management

- TIM-6601 - IT Project Management
- TIM-6610 - Leadership in Project Management

Asset Management

- TIM-6601 - IT Project Management
- TIM-6620 - Project Management Systems & Technology

Note

By selecting the specialization of your choice, you will be required to take the two courses (6 credits) listed within that specialization. Students should choose the area of interest that they would want to pursue if they are to bridge into the Master of Science in Technology and Information Management.

*Students who are looking to pursue this specialization at the Masters level will be required to meet basis for admissions. Please see basis for admission in regards to the MSTIM with specialization in Asset Management.

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).

Click here for potential career opportunities within the BAPSY.

Learning Outcomes

The Learning Outcomes for the Bachelor of Arts in Psychology degree program are as follows:

- Describe theories and principles in psychology
- Evaluate research methods and data analysis in psychology
- Apply psychological principles and research to personal, social, and organizational issues
- Examine ethical principles in psychology
- Analyze diversity issues in professional contexts
- Employ 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 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.

PSY-2000 - Introduction to Psychology 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

NCU allows 180 attempted credit hours to complete all 120 credit bachelor programs.

Estimated time to completion for this program is 47 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.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, may be able to finish in as little as 22 months.

Course Sequence

Required Courses - 30 semester credit hours

- 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

Bachelor of Arts in Psychology, Fastforward Track, 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).

Click here for potential career opportunities within the BAPSY.

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 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

NCU allows 180 attempted credit hours to complete all 120 credit bachelor programs.

Estimated time to completion for this program is 47 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.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, may be able to finish in as little as 22 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 a Master of Arts in Psychology program or a Master of Arts in Marriage and Family Therapy program 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 master's 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 Science in Child and Adolescent Development Psychology (MSPSYCAD) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MSPSYCAD FastForward Track course substitutions. In total, students complete 9 credits of the MSPSYCAD 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-5702 - Pre-Natal and Early Childhood Development
- PSY-5110 - Applied Statistics
- PSY-3003 - Human Development
- PSY-3006 - Social Psychology
- PSY-3007 - Ethical and Professional Issues
- 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 and Finance 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 Science in Educational Psychology (MSPSYED) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MSPSYED FastForward Track course substitutions. In total, students complete 9 credits of the MSPSYED 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-6802 - Educational Psychology for Diverse Populations
- PSY-5110 - Applied Statistics
- PSY-3003 - Human Development
- PSY-3006 - Social Psychology
- PSY-3007 - Ethical and Professional Issues
- 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 and Finance 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 Science in Forensic Psychology (MSPSYFS) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MSPSYFS FastForward Track course substitutions. In total, students complete 9 credits of the MSPSYFS 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-5502 - Psychology of Law and Justice
- PSY-5110 - Applied Statistics
- PSY-3003 - Human Development
- PSY-3006 - Social Psychology
- PSY-3007 - Ethical and Professional Issues
- 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 and Finance 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 Science in Health Psychology (MSPSYHL) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MSPSYHL FastForward Track course substitutions. In total, students complete 9 credits of the MSPSYHL 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-5302 - Stress and Coping
- PSY-5110 - Applied Statistics
- PSY-3003 - Human Development
- PSY-3006 - Social Psychology
- PSY-3007 - Ethical and Professional Issues
- 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 and Finance 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 Science in Industrial and Organizational Psychology (MSPSYIO) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MSPSYIO FastForward Track course substitutions. In total, students complete 9 credits of the MSPSYIO 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-5402 - Organizational Development
- PSY-5111 - Applied Statistics in I/O PSY
- PSY-3003 - Human Development
- PSY-3006 - Social Psychology
- PSY-3007 - Ethical and Professional Issues
- 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 and Finance 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 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.

Recommended Courses

- 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

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 list 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-D to 9904A-D

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-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.

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-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 analysis, 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-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-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-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.

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.

Athletic Coaching

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.

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-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-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-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-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-5014 - Coaching Theory, Methods, and Issues

Semester Credits: 3 **Weeks:** 8
In this course, you will consider theories, methods, and issues related to athletic coaching. As you examine theoretical perspectives and coaching philosophies, you will also address particular methods and styles of coaching that include policies regarding personal behavior of athletes and staff. Throughout the course, you will analyze strategies that promote equity, diversity, and inclusion through your role as an athletic coach.

BBA Courses

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.

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-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-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-4001 - Small Business Management

Semester Credits: 3 **Weeks:** 8
This course introduces small business management and the multitudes of management skills required for successful operation. The small business manager is expected to be knowledgeable in all aspects – internal and external – of the business, and the role requires an individual who is a generalist and a specialist, an innovator and a stabilizer. These skills are effectively explored through an in-depth look at how small businesses are launched, how they operate, and the challenges associated with each phase.

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-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-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-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-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-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-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-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-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.

Business Management

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-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 as the foundation for further doctoral-level study in business. The PhD–BA degree is designed to encourage you to become a scholar-practitioner, using business theory to inform further scholarly inquiry and positively impact business practices. You will examine requirements for the degree—including each milestone and deliverable—and will develop a plan for achieving your 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.

BUS-7102 - Applied Doctoral Studies in Business

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to the applied business doctoral academic journey. You will explore what it means to become an academic learner. You will compare and contrast the applied degree to a research degree to show which is applicable in differing environments. You will discuss the use of conceptual frameworks and theories in research and be introduced to

scholarly writing and reference management. Your course will conclude with you developing a researchable applied business research question and a brief research plan.

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-7112 - Business Strategy and Innovation

Semester Credits: 3 **Weeks:** 8
In this course you will explore the ideas and methods for encouraging innovation as part of successful organizational strategic planning. You will use organizational assessment tools to evaluate a company's human resource practices and assess how strategic planning includes elements of technology and sustainability to ensure competitive advantage in global markets.

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-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.

Business Research

BUS-7100 - Scholarly Literature Review

Semester Credits: 3 **Weeks:** 8
In this course, you will engage in the process of scholarly literature reviews and academic writing. With an emphasis 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, you will develop a foundation for future research. The overarching goal of this course is for you to conduct an exhaustive search of the peer-reviewed research literature in your topic area and identify potential areas of inquiry for your dissertation.

BUS-7105 - Statistics I

Semester Credits: 3 **Weeks:** 8
In this course, you will cultivate a statistical mindset through learning and nurturing skills needed to perform and interpret univariate inferential statistics. The course will facilitate building your statistical confidence in assessing and performing

statistics. The course will cover univariate parametric and non-parametric statistical tests, interpretation of statistical output, and introduce skills needed to select statistical tests based on quantitative research questions.

BUS-7106 - Statistics II

Semester Credits: 3 **Weeks:** 8
In this course, you will learn advanced statistical principles and how to apply them to quantitative research in the study of organizations. You will be provided an overview of advanced statistical concepts used in empirical research, including inferential analysis. Advanced computations will be performed using commonly used statistical software. The focus involves helping you 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.

BUS-7320 - Quantitative Research Design & Methodology

Semester Credits: 3 **Weeks:** 8
During this course, as a scholar-practitioner, you will build the skills essential for designing quantitative studies; analyzing the data collected in these studies, and interpreting the results of data analyses. You will explore designs and statistical techniques to use with their envisioned dissertation research.

BUS-7380 - Qualitative Research Design and Methodology

Semester Credits: 3 **Weeks:** 8
During this course, you will examine qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies. You will explore designs and methodologies to use with your envisioned research.

Child and Adolescent Developmental Psychology

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.

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-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-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-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-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-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-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-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.

Computer and Information 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.

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-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-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-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-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-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 will 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 employee issues including the key ethical issues associated with the use of contingent works.

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-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-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-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-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-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-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-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-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.

Computer Science

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-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-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-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-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-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-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 familiars 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.

TIM-6190 - Innovation & Strategy in Computer Science

Semester Credits: 3 **Weeks:** 8
Computer science, developers, and solutions architecture professionals must master advanced technical architectures, frameworks, models and development tools. They must also understand organizational dynamics, culture, mission, vision, and strategic planning to effectively support the organizational IT goals and operations. During this capstone course, you will demonstrate the knowledge and skills you gained during the Master of Science in Computer Science program by preparing and presenting an IT implementation strategic plan that integrates industry standards and innovative technology.

TIM-8190 - Computer Science Policy and Strategy

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of the theories, concepts, and strategies for managing technology policies while developing and implementing computer science projects. During this final course in the PhD-CS program, before starting the dissertation sequence, you will research and design an information technology policy strategy for software development and implementation. You will also evaluate ways to improve the competitive position of an organization, recommend coding control structures for data integrity and security, and plan ways to address business concerns regarding the adoption of new technologies.

Corporate Wellness

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.

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-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-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.

Criminal Justice

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-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-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-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-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-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-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-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-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-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-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.

Curriculum and Teaching

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.

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-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-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-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-5013 - The Classroom: Management and Organization for Student Achievement

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how classroom organization and management support learning in the PK-12 classroom. As you examine theories and instructional practices, you will also consider behavioral trends and the specific needs of different student populations. You will investigate how conflict resolution and discipline are used in different approaches to classroom management. At the conclusion of the course, you will be able to create plans for classroom organization and management across diverse PK-12 classrooms.

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-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-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-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-7004 - Language and Literacy Education

Semester Credits: 3 **Weeks:** 8
In this course, you will learn about the processes of language and literacy development among PK-12 students. You will analyze the theory of mind and the processes of language and meaning-making by reflecting on your own understanding of language. You will assess specific literacy strategies to promote language and literacy development and analyze ways that individuals learn words and concepts. You will also reflect on the impact of language acquisition on learning and on teaching literacy. Finally, you will create strategies, lessons, and assessments designed for language and literacy.

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-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-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-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.

Cybersecurity

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.

TIM-6331 - Systems Certification and Accreditation

Semester Credits: 3 **Weeks:** 8
Federal and other large computing or information technology systems require greater precautions before their release into production. You will explore the techniques and processes for certification and accreditation of large systems, including federal systems. This includes project planning, system inventory, system security plans, risk assessment, security procedures, certification testing, documentation of accreditation decisions, and coordination of security for interconnected systems. You also will learn about regulatory changes designed to address the safety of cloud computing.

TIM-6390 - Strategic Management of Cybersecurity

Minimum Credits: 3 **Weeks:** 8
This capstone course is designed to integrate the learning within the Master of Science in Cybersecurity program to provide a holistic security response that supports organizational strategy and goals while reducing risk and improving information assurance. During this final course, you will evaluate new and emerging vulnerabilities and threats, devise an acceptable risk and information assurance posture, and develop a strategic cybersecurity strategy that incorporates current standards and best practices and conforms to ethical norms and legal compliance.

Data Science

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

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-6540 - Critical Analysis, Interpreting and Reporting Data

Semester Credits: 3 **Weeks:** 8
This course introduces textual and tabular reporting formats used in data science. You will explore the common methods, techniques, and industry standards for reports and presentations. The course will include interpreting analytical output to help inform decision-making through actionable outcomes.

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-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-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-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-8540 - Data Reporting

Semester Credits: 3 **Weeks:** 8
The ability to generate insights from data is a critical data science competency. As part of this course, you will expand upon your understanding of ethics regarding data reporting. As such, you will be required to develop standards needed to improve integrity and validity of data. This course also covers textual and tabular reporting concepts and formats used in data science. During this course, you will evaluate methods for communicating data outputs and outcomes. You will end the course by creating a data presentation report and executive memo that adheres to industry standards.

TIM-8590 - Data, Information, and Knowledge Policy & Strategy

Semester Credits: 3 **Weeks:** 8
New data science technologies and programs should be aligned to the organizational mission, vision, and values; thus, it is important for technology leaders to develop data, information, and knowledge management policies. During this advanced course in data and knowledge management, you will develop an enterprise data governance strategy that integrates industry standards and best business practices in data science. You will also design metrics to measure and analyze data integrity to ensure data validity, evaluate various influences on enterprise data and knowledge management, and recommend data management solutions.

DMFT Courses

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.

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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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 MFT Clinical Training in the PhD Internship Course in the clinical tracking system. 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 Clinical Team 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-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-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.

Dissertation Completion Pathway

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.

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-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.

Doctoral Sequence

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 three 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 DIS-9902A. Students who do not receive approval of Chapter 1 will take DIS-9901C 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 DIS-9902A, Students who do not receive approval of Chapter 1 will take DIS-9901D to finalize and gain approval of Chapter 1.

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.

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 three 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 DIS-9903A. Students who do not receive approval of the dissertation proposal will be enrolled in DIS-9902C 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 DIS-9903A. Students who do not receive approval of the dissertation proposal will be enrolled in DIS-9902D to finalize and gain approval of these requirements.

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-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 three 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 DIS-9904A. Students still in data collection at the end of this course will be enrolled in DIS-9903C 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 DIS-9904A. Students still in data collection at the end of this course will be enrolled in DIS-9903D to complete data collection and file an IRB study closure form.

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-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 to finalize and gain approval of either or both items as needed.

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.

Doctoral Sequence – Business

CMP-9601B - 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.

CMP-9601CJ - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure you have mastered knowledge of your discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. You 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-9601PA - 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.

CMP-9701B - 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.

CMP-9701HR - 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.

CMP-9701L - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure you have mastered knowledge of your discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. You 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 – Education

CMP-9601E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The doctoral comprehensive assessment is your opportunity to demonstrate your preparation for entering the dissertation phase as a doctoral candidate. You will synthesize discipline-specific content with research designs and methods as you create a prospectus for a problem of applied practice within an educational context. This prospectus will likely become the foundation of your dissertation. Note that 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 your opportunity to demonstrate your preparation for entering the dissertation phase as a doctoral candidate. You will synthesize discipline-specific content with research designs and methods as you create a prospectus for a problem of applied practice within an educational context. This prospectus will likely become the foundation of your dissertation. Note that 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 your opportunity to demonstrate your preparation for entering the dissertation phase as a doctoral candidate. You will synthesize discipline-specific content with research designs and methods as you create a prospectus for a problem of applied practice within an educational context. This prospectus will likely become the foundation of your dissertation. Note that 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-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-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.

DIP-9901A - Chapter 1 Introduction

Semester Credits: 3 **Weeks:** 12
In this 12-week course, you will complete Chapter 1 of your proposed dissertation research. This chapter includes 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. Chapter 1 must be complete and approved by your committee in order to pass the course and move forward. If you do not receive approval of Chapter 1 to minimum standards, you will be able to take up to three supplemental 8-week courses to finalize and gain approval of Chapter 1.

DIP-9901B - Chapter 1 Introduction Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete Chapter 1 of your proposed dissertation research. This chapter includes 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. Chapter 1 must be complete and approved by your committee in order to pass the course and move forward to DIP-9902. If you do not receive approval of Chapter 1 to minimum standards by the end of this 8-week course, you will be enrolled in DIP-9901C to finalize and gain approval of Chapter 1.

DIP-9901C - Chapter 1 Introduction Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete Chapter 1 of your proposed dissertation research. This chapter includes 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. Chapter 1 must be complete and approved by your committee in order to pass the course and move forward to DIP-9902. If you do not receive approval of Chapter 1 to minimum standards by the end of this 8-week course, you will be enrolled in DIP-9901D to finalize and gain approval of Chapter 1.

DIP-9901D - Chapter 1 Introduction Supplemental

Semester Credits: 3 **Weeks:** 8
This course represents your last opportunity to complete Chapter 1 of your proposed dissertation research. This chapter includes 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. Chapter 1 must be complete and approved by your committee in order to pass the course and move forward to DIP-9902. If you do not receive approval of Chapter 1 to minimum standards by the end of this 8-week course, you will be dismissed from the program.

DIP-9902A - Chapter 2 Research Method and Design

Semester Credits: 3 **Weeks:** 12
You will complete Chapter 2 in this 12-week course. Chapter 2 consists of the research methodology and design, including population, sample, measurement instruments, intended data collection and analyses, limitations, and ethical considerations. If you do not earn committee approval of the proposed dissertation research (approval for Chapters 1 and 2), you will be able to take up to three supplemental 8-week courses to complete these requirements.

DIP-9902B - Chapter 2 Research Method and Design Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete Chapter 2: Research Method and Design, including population, sample, measurement instruments, intended data collection and analyses, limitations, and ethical considerations. If you do not earn committee approval of the proposed dissertation research (approval for Chapters 1 and 2) by the end of this 8-week course, you will be enrolled in DIP-9902C to complete these requirements.

DIP-9902C - Chapter 2 Research Method and Design Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete Chapter 2: Research Method and Design, including population, sample, measurement instruments, intended data collection and analyses, limitations, and ethical considerations. If you do not earn committee approval of the proposed dissertation research (approval for Chapters 1 and 2) by the end of this 8-week course, you will be enrolled in DIP-9902D to complete these requirements.

DIP-9902D - Chapter 2 Research Method and Design Supplemental

Semester Credits: 3 **Weeks:** 8
This course represents your last opportunity to complete Chapter 2: Research Method and Design, including population, sample, measurement instruments, intended data collection and analyses, limitations, and ethical considerations. If you do not earn committee approval of the proposed dissertation research (approval for Chapters 1 and 2) by the end of this 8-week course, you will be dismissed from the program.

DIP-9903A - IRB and Data Collection

Semester Credits: 3 **Weeks:** 12
In this course, you will prepare, submit, and obtain approval of your Institutional Review Board (IRB) application before collecting data and submitting a final study closure form. If you are still collecting data at the end of this 12-week course, you will be able to take up to three supplemental 8-week courses to complete data collection and file an IRB study closure form.

DIP-9903B - Institutional Review Board and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to prepare, submit, and obtain approval of your Institutional Review Board (IRB) application before collecting data and submitting a final study closure form. If you are still collecting data at the end of this 8-week course, you will be enrolled in DIP-9903C to complete data collection and file an IRB study closure form.

DIP-9903C - Institutional Review Board and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to prepare, submit, and obtain approval of your Institutional Review Board (IRB) application before collecting data and submitting a final study closure form. If you are still collecting data at the end of this 8-week course, you will be enrolled in DIP-9903D to complete data collection and file an IRB study closure form.

DIP-9903D - Institutional Review Board and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
This course represents your last opportunity to prepare, submit, and obtain approval of your Institutional Review Board (IRB) application before collecting data and submitting a final study closure form. If you are unable to complete all requirements before the end of this 8-week course, you will be dismissed from the program.

DIP-9904A - Chapter 3 Findings and Recommendations

Semester Credits: 3 **Weeks:** 12
In this final dissertation course, you will complete Chapter 3, which includes your data analyses, results, discussion, conclusions, and recommendations. You will finalize your dissertation manuscript and present your research in a conference-level professional presentation, poster, or journal submission. The committee must approve both the dissertation manuscript and the professional presentation, poster, or journal submission in order to complete the course and graduate. If you do not receive approval for all components, you can take up to three supplemental 8-week courses to finalize these requirements and be eligible to graduate.

DIP-9904B - Chapter 3 Findings and Recommendations Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete Chapter 3, which includes your data analyses, results, discussion, conclusions, and recommendations. You will finalize your dissertation manuscript and present your research in a conference-level professional presentation, poster, or journal submission. The committee must approve both the dissertation manuscript and the professional presentation, poster, or journal submission in order to complete the course and graduate. If you do not receive approval for all components by the end of this 8-week course, you will be enrolled in DIP-9904C to finalize these requirements and be eligible to graduate.

DIP-9904C - Chapter 3 Findings and Recommendations Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete Chapter 3, which includes your data analyses, results, discussion, conclusions, and recommendations. You will finalize your dissertation manuscript and present your research in a conference-level professional presentation, poster, or journal submission. The committee must approve both the dissertation manuscript and the professional presentation, poster, or journal submission in order to complete the course and graduate. If you do not receive approval for all components by the end of this 8-week course, you will be enrolled in DIP-9904D to finalize these requirements and be eligible to graduate.

DIP-9904D - Chapter 3 Findings and Recommendations Supplemental

Semester Credits: 3 **Weeks:** 8
This course represents your last opportunity to complete Chapter 3, which includes your data analyses, results, discussion, conclusions, and recommendations. You will finalize your dissertation manuscript and present your research in a conference-level professional presentation, poster, or journal submission. The committee must approve both the dissertation manuscript and the professional presentation, poster, or journal submission in order to complete the course and graduate. If you do not receive approval for all components by the end of this 8-week course, you will be dismissed from the program.

Doctoral Sequence – Marriage and Family Sciences

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.

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-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.

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-9701CS - PhD 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, peerreviewed 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-9701DS - PhD 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 doctoral candidacy status and are able to demonstrate the ability to design empirical research as an investigator before moving on to the dissertation research coursework. During this course, you will demonstrate the ability to synthesize empirical, peerreviewed research to prepare for the dissertation sequence of courses. This course should be completed only after the completion of all foundation, specialization, and research courses.

CMP-9701T - 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, peerreviewed 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.

Early Childhood Education

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.

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-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-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-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-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-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-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-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-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-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-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.

Education

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.

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-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-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-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-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-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-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-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-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-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-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-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-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-5012 - Leadership in Educational Organizations

Semester Credits: 3 **Weeks:** 8
This course is about effective leadership in educational organizations. The course is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership in positively impacting schooling across the United States. As you consider your own leadership theories and philosophies, you will explore the influence of national standards and local school culture, climate, and performance.

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-5015 - School Safety

Semester Credits: 3 **Weeks:** 8
Concerns about school safety have increased dramatically and remain in the public spotlight. As an educational leader, you are responsible for planning and implementing procedures that can save lives. In this course, you will assess factors that contribute to safe learning environments, and analyze the characteristics of emergency response management plans. You will also evaluate how school culture and climate impacts school safety. As a cumulative assignment, you will develop authentic plans related to multiple threats to school safety.

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 gaining a clear understanding of the interrelatedness among supervision and leadership, instruction, and assessment.

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-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-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-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-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-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-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-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-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-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-5044 - Technology and a Vision for the Future

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the application of both existing and emerging technologies to the learning needs of educational organizations. As you grow as a leader, you will need to plan for technology integration through the evaluation, selection, funding, and adoption of specific hardware and software that meet your organization's needs. This course will help you to tackle these challenges and more.

ED-5100 - Scholarly Writing and Using Research

Semester Credits: 3 **Weeks:** 8
Two key measures of proficiency for any professional are information literacy and written communication. You will focus on these competencies in this course, which blends your need to identify and use credible research with your development as a scholarly writer. With applied activities in areas of interest to you, this course will establish the foundation of your success in the remainder of your graduate work.

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-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-7003 - School Law

Semester Credits: 3 **Weeks:** 8
Although most local education authorities have their own legal counsel, all stakeholders benefit from a working knowledge of school law, especially those laws pertaining to the rights and responsibilities of school personnel and students. In this course, you will analyze state and federal legislation that impacts a variety of local school policies. Legal foundations for health, safety, attendance, and discipline policies will be addressed in addition to policies regarding the rights of students, teachers, parents, guardians, and other stakeholders.

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-7009 - Educating a Diversity of Learners

Semester Credits: 3 **Weeks:** 8
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, cultural background, experiences, and abilities. In this course, you will explore different means to address the nature of cultural diversity, its sources, and its importance to educators. You will consider how districts can plan and prepare to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to many cultures.

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-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-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-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-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-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-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-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-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-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-7053 - Education Specialist Capstone Project

Semester Credits: 3 **Weeks:** 8
This course is the culmination of the Education Specialist (EdS) program. You will conclude your program by working with a specific educational program relevant to your current or future context. You will review the related literature and evaluate data that will help you to develop potential solutions and future areas of research related to your identified problem. Finally, you will reflect on your personal learning journey throughout your program.

EDU-7100 - Effective Communication

Semester Credits: 3 **Weeks:** 8
The way you communicate directly influences your professional reputation. In this course, you will develop skills to establish yourself as a competent professional with strong communication skills. This course will help you develop competencies related to written, oral, and visual forms of communication appropriate to specific media and audiences. You will consider how the iterative nature of preparing communications and integrating feedback into your work products supports your development as a professional.

EDU-7150 - Leadership for Improvement

Semester Credits: 3 **Weeks:** 8
Leadership during times of change – even good change – can be a challenge. This course supports your development as a professional who can lead educational organizations during times of change. You will explore theories, techniques, and strategies for self-reflection, evaluating culture, integrating stakeholder feedback, and incorporating data as part of improvement processes. You will synthesize these skills in the design of a comprehensive improvement plan to address a specific problem within an educational organization.

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.

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-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-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-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.

Education Foundation

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.

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 you 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. You will complete the course with a better understanding of scholarly writing and a roadmap to navigate your way to completion of your educational aspirations through research.

EDU-8001 - Advanced Scholarly Writing

Semester Credits: 3 **Weeks:** 8
Your professional reputation is judged by many factors, including the quality of your writing. This course is designed to support your growth as a scholar through the planning, composing, and revising of written texts. You will examine standard English conventions and synthesize academic sources within the context of your particular interests. A focus will be placed on integrating feedback throughout the iterative nature of scholarly writing and preparing manuscripts according to formatting guidelines established by authoritative bodies within the discipline of education.

EDU-8100 - Theoretical Frameworks

Semester Credits: 3 **Weeks:** 8
This is the first course in the Doctor of Philosophy (PhD) degree in education because the degree prepares you to make significant contributions to the body of literature within your field. To be successful, you need to understand what theory is,

recognize theoretical frameworks within existing literature, connect your research interests to existing theoretical frameworks, and justify how your research interests add to the wealth of theories that currently exist in your field.

EDU-8200 - Writing for Research and Publication

Semester Credits: 3 **Weeks:** 8
Your reputation as a scholarly professional depends on your ability to communicate, particularly in written forms. This course will support your development as a scholar who publishes in different types of research-based publications for a variety of audiences. You will practice synthesizing multiple sources, formulating arguments, and integrating feedback through iterative drafts of your work. These are key skills you will need as you communicate your research in published manuscripts and presentations.

Education Leadership

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.

EDL-5013 - School Finance

Semester Credits: 3 **Weeks:** 8
In this course, you will examine school finance at multiple levels, including individual schools, local education authorities, states, and federal agencies. You will examine sources of school funding, fiscal control, and accountability at the local, state, and federal levels. You will also consider how school budgets reflect stakeholder priorities and principles of equity and inclusion. The implications of school choice and other factors are considered, as well.

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-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-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-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-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-8030 - Educational Leadership Theory

Semester Credits: 3 **Weeks:** 8
In this course, you 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. You will analyze various leadership theories and their application within the school learning environment as a school district leader.

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.

Education Research

EDR-8200 - Scholarly Literature Review

Semester Credits: 3 **Weeks:** 8
You 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 you 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.

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. 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 statistical software applications 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-8202 - Statistics II

Semester Credits: 3 **Weeks:** 8
You will learn advanced statistical principles and how to apply them to quantitative research. You 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 you 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-8203 - Research Methods

Semester Credits: 3 **Weeks:** 8
This course is intended to familiarize you with concepts and skills associated with conducting scholarly research. You will continue to expand scholarly academic skills to investigate theoretical and practical foundations of qualitative and quantitative research methodologies used within educational research. You will explore relevant research designs based on methodology and appropriate data collection methods for your research design. You will identify criteria for the development of a quality research study and ensure the study is ethical, accurate, comprehensive, cohesive, and aligned, with consideration for issues of validity, reliability, and rigor.

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. You 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-8205 - Advanced Quantitative Design and Measurement

Semester Credits: 3 **Weeks:** 8
This course offers in-depth knowledge of advanced quantitative research design and measurement. You will examine paradigmatic perspectives, principles, and tenets of quantitative research, the conventions of a quantitative study, validity and reliability, variable operationalization, inferential designs, and analytic software applications used within the quantitative research paradigm. Quantitative data collection and analysis methods will be discussed. The components of an aligned and coherent quantitative research design are explored in readiness for the dissertation research process and in preparation for the dissertation phase of the program.

EDR-8206 - Applied Qualitative Analysis

Semester Credits: 3 **Weeks:** 8
This course builds on a foundational understanding of qualitative designs and measurements to focus on analyses of the data. The

course takes you deeper into the skills and techniques necessary to ensure the appropriate analyses of qualitative data, including integrating relevant frameworks, verifying trustworthiness of the findings, and selecting suitable methods to present the analyses and findings.

Educational Psychology

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.

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-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-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-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

E-Learning

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.

EL-5002 - Introduction to E-Learning Instructional Strategies

Semester Credits: 3 **Weeks:** 8
Instructional strategies are those techniques instructors and facilitators use to guide learners through the learning activities. In this course, you will examine instructional strategies that facilitate effective teaching and learning practices in the e-learning environment. This examination will include differentiating teacher-centered and learner-centered approaches. You will also review high-impact practices in traditional classrooms that can be transformed for the online environment.

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-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-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-5009 - Mobile Devices for Teaching and Learning

Semester Credits: 3 **Weeks:** 8
In this course, you 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. You will analyze related mobile technology processes

and techniques for effectively using these devices. You 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-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-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-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-7004 - The Online Learner

Semester Credits: 3 **Weeks:** 8
In this course, you will consider key issues and practical guidance for working with students in an e-learning environment. The course includes an examination of the basic characteristics of online students and the factors that are critical to their success. You will explore student-centered approaches, engagement supportive of equity and inclusion, and assessment strategies.

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-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-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.

English Second Language

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.

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-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-5006 - Instructional Methodologies for English Language Learning

Semester Credits: 3 **Weeks:** 8
This course focuses on instructional strategies and methodologies for learners of the English language. You will discriminate among the requirements for teaching oral communication versus written communication and then analyze the principles and instructional methods appropriate for instruction to diverse learners of the English language. You will analyze the influences of multiple demographic variables, including multiple sociocultural characteristics. By the end of the course, you will be prepared to recommend instructional accommodations and develop sheltered content across multiple curricular areas.

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-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-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-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-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-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.

Entrepreneurship

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.

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-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-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.

Finance

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.

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-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-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-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-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-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-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-7015 - Advanced Financial Statement Analysis

Semester Credits: 3 **Weeks:** 8
The student will examine 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-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-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.

Forensic Psychology

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.

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-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-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-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-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-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-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-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.

Global Training

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.

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-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-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-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-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-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-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-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-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-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-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.

Health Administration

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.

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-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-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-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-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-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-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-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-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-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-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-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-7013 - DHA Prospectus and Portfolio

Semester Credits: 3 **Weeks:** 8

In this course you will begin to assimilate the knowledge and skills gained throughout your program as you formulate your health administration/healthcare management project. Collaborating with your faculty member and/or project review committee chair, you will develop your project prospectus. You will also examine the Applied Doctoral Experience courses to inform development of appropriate project goals and timelines. You will evaluate and justify the value of your selection of previous course artifacts to support your health administration/healthcare management project and strengthen your professional portfolio.

*A minimum B-grade is required to move to your Applied Doctoral Experience courses.

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.

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-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-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-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-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-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-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-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-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-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-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-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-5103 - Healthcare Finance

Semester Credits: 3 **Weeks:** 8
In this course, you will become familiar with how healthcare managers utilize financial data in decision-making processes. You will learn the basic concepts, principles, and applications of healthcare finance. The financial well-being of healthcare organizations will be evaluated using appropriate financial tools. Keeping legal and ethical considerations in mind, you will learn to develop long term financial plans for healthcare organizations. You will determine the potential impacts and consequences of financial decision-making on operations, healthcare, resources, and quality of care.

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.

Health Psychology

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.

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-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-6311 - Internship in Health Psychology

Semester Credits: 3 **Weeks:** 12
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-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.

Homeland 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.

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-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-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-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-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-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-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-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.

Human Resources Management

HRM-5000 - Human Resource Management in the 21st Century

Semester Credits: 3 **Weeks:** 8
This course will provide you with an understanding of the management of human resource functions in organizations for optimal organizational effectiveness as well as individual outcomes in a global context. Foundational concepts, theories, and effective practices in HRM will be explored during the course.

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.

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-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-5004 - Supervisory Concepts and Practices

Semester Credits: 3 **Weeks:** 8
Through a blend of theory, practice, and skill development, you will explore 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. You will learn how to apply the principles of supervisory management to recognize and take advantage of these opportunities.

HRM-5008 - Legal Issues in Human Resources Management

Semester Credits: 3 **Weeks:** 8
This course is designed to enable you/Human Resources Manager to recognize and analyze potential legal implications of common workplace situations. This course will help you 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-5009 - Training and Development

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on the strategic roles of training and development in organizations. The techniques regarding how to assess organizational, team, and individual needs for training and development will be reviewed. Based on the needs identified, design of appropriate programs and evaluation of the effectiveness can be executed.

HRM-5010 - Managing a Diverse Workforce

Semester Credits: 3 **Weeks:** 8
This course will help you acquire the essential skills to be an effective manager in today's global workplace. You will examine concepts and apply strategies necessary for managing diverse teams and individuals, ethical decision-making, and creating an organizational culture that fosters an accepting culture for a diverse workforce.

HRM-5011 - Global Talent Development and Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the foundations for global talent development and management. Roles and practices of HR in the context of global corporations and organizations will be discussed in consideration of cultural issues. Also, HR practices and programs in various national and regional contexts will be reviewed to help you develop core competencies necessary for global assignments.

HRM-5020 - Capstone

Semester Credits: 3 **Weeks:** 8
In this course, you will synthesize the foundational knowledge and skills needed to be an effective human resources leader in a global business environment. The knowledge of main HRM areas will highlight critical roles of managers in terms of utilizing diverse human capital in consideration of improving organizational performance as well as employee satisfaction and well-being.

HRM-7000 - Human Resources Management in the 21st Century

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on the development of the human resource function in organizations. From exploring employee recruitment, motivation, performance and various forms of compensation and benefits packages, you will view the human resource function in a strategic role that enhances global business environments.

HRM-7002 - Compensation and Benefits

Semester Credits: 3 **Weeks:** 8
In this course, you will explore 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-7003 - Labor Relations

Semester Credits: 3 **Weeks:** 8
In this course, you 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). You will examine how unions can change attitudes and behaviors of both management and employees, as well as the benefits and challenges to working in a human resources position in a unionized environment.

HRM-7004 - Supervising in the 21st Century

Semester Credits: 3 **Weeks:** 8
Prerequisites: *Fundamental requirement in General Management

In this course, you will examine supervisory concepts, laws, regulations and HRM practices used in the 21st Century. You will explore techniques for motivating employees as a supervisor of diverse workforces and evaluate the role of supervisors in organizational planning.

HRM-7007 - Cultural Issues

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the uniqueness of culture and its impact on all aspects of organizational operations. This includes such aspects as cultural diversity, global transitioning and cross-national teamwork. Twenty-first century managers must be astutely aware of how cultural issues impact work and the ability to gain competitive advantage.

HRM-7008 - Legal Issues in Human Resources Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore 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-7009 - Organizational Behavior in Human Resource Management

Semester Credits: 3 **Weeks:** 8
In this course, you will examine how organizational behavior is relevant to HRM. You will explore theories that support and explain causes and outcomes of typical issues in HRM. In addition to individual behaviors in organizations, team dynamics in relation to organizational structures will be discussed in consideration of organizational goals and employee well-being.

HRM-7010 - Human Resource Management Policy and Implementation

Semester Credits: 3 **Weeks:** 8
In this course, you will review policy development processes, how these are implemented and the outcomes resulting from policies being deployed. You will consider various forces that affect HR policies including the needs of global environments, organizations, and employees. You will develop policy implementation plans that include the necessary steps, resource allocations, and measurement of outcomes.

HRM-7020 - Workforce Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how to manage human resources to optimize organizational effectiveness as well as individual outcomes in a global context. You will consider current laws, public policies, recruitment and retention strategies. In addition, you will determine how employees' concerns and complaints are incorporated into organizational decision-making.

HRM-7022 - Diversity and Inclusion

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how the HRM function creates a more inclusive culture by valuing diversity of its workforce. During the course, you will review organizational decisions on diversity issues in order to learn how to avoid discrimination while improving organizational effectiveness. To gain an awareness of corporate best practices, you will examine HRM's role in diversity and inclusion cases.

HRM-7026 - Strategic Human Resource Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the strategic role of human resources in organizations. Through an examination of HRM functions, you will determine how these align with the strategic direction of organizations. In addition, you will consider the potential contributions and challenges that HRM might face, especially during organizational change processes. You will then develop HRM initiatives that help achieve organizational goals.

Information Technology

TIM-5000 - Principles of Information Technology for the IT Professional

Semester Credits: 3 **Weeks:** 8
Information technology is an evolving profession where professionals must remain current with emerging technologies to reliably support enterprise or organizational operations. During this introductory course, you will learn about the evolution of information technology, the primary IT components and functions, the IT solutions development process, and the role of technical policies and IT protocols to provide a baseline of knowledge to support you through the masters in information technology program. You will also explore relevant legal, ethical, privacy, and security issues affecting information technology in today's technology environments.

TIM-5025 - Networks, Clouds and Mobile Computing

Semester Credits: 3 **Weeks:** 8
This course provides an introduction to the networks, clouds, and mobile computing environments that are essential components of today's successful organizations. During this course, you will study the features, topologies, protocols, and services that contributed to the evolution of global communications and data exchange. You will also explore the architectures, components, and structures for telecommunications, cloud, and mobile networks and examine the tools and methods used to configure and manage virtual environments. By the end of the course, you will model a network architecture with basic network security considerations to support virtual devices and cloud services.

TIM-5035 - Cybersecurity, Risk Management and Policy for IT Professionals

Semester Credits: 3 **Weeks:** 8
As more applications and data are migrated to the cloud and mobile environments, risks, threats, and vulnerabilities are on the rise. IT professionals must be able to establish protection mechanisms to support secure hardware configurations and implementations. During this course, you will study the concepts and application of cybersecurity, privacy, and information protection frameworks in IT environments. You will also explore the standards, mechanisms, tools, and policies needed to protect data and network infrastructures from internal and external cybersecurity threats.

TIM-5040 - Systems and Architectures for IT Professionals

Semester Credits: 3 **Weeks:** 8
Computers and information technology are present in all layers of today's modern organizations and are vital to business success. Thus, IT professionals must be able to implement and manage every component in the technical landscape properly. During this course, you will explore computing platforms and peripherals, identify the internal components and functions of a computer, and examine the internal architecture and systems configuration of real and virtual servers. You will also evaluate different operating systems and examine some of the best ways to configure and manage patches and upgrades.

TIM-5050 - Project Management for IT Professionals

Semester Credits: 3 **Weeks:** 8
This course provides an overview of the project management principles aligned with internationally recognized standards and methodologies that are commonly used to support information technology efforts. During this course, you will explore information technology project management principles, tools, and frameworks, such as the Agile approach to project management. You will also learn how to develop a project plan, conduct a needs analysis, manage project resources, identify project risks, and manage multiple projects at the same time.

TIM-6350 - Network Modeling and Design

Semester Credits: 3 **Weeks:** 8
Network design is a dynamic endeavor that constantly changes to accommodate the increasing demands of cloud, mobile, and virtual environments. This course provides a detailed study of the hardware appliance configuration and parameter setting requirements of network design models. During this course, you will create a network model and evaluate the configuration settings for safety and performance using network modeling tools. You will also study addressing schemes and capacity planning techniques to increase network performance by reducing the probability of collisions and congestion.

TIM-6360 - Advanced Network Risk Management

Semester Credits: 3 **Weeks:** 8
As the industry and networking landscape evolves, technology experts must take proactive measures to manage the risks that threaten IT networking. This course provides a detailed study of applied strategies and tools for mitigating risks that threaten networks and connected technologies. During this course, you will measure the impact of threats and vulnerabilities and apply risk identification, modeling, and analysis tools to manage and control network performance. You will also create risk reduction solutions that comply with legal requirements, support operations and services, and ensure a reliable technology platform.

TIM-6370 - Network Governance, Control and Assurance

Semester Credits: 3 **Weeks:** 8
Legal requirements and standards require compliance with specific statutes and control measures. Thus, network and data administrators must be able to write and update network management standards and procedures. During this course, you will explore the concept of network governance and identify the requirements needed to configure and implement a reliable IT installation. You will also explore high-level IT policies and ways to translate them into measurable controls to enforce data and process integrity. This is the foundation of secure physical and cloud-based electronic working environments.

TIM-6445 - Wireless Networking

Semester Credits: 3 **Weeks:** 8
Today's networking landscape has been transformed with the inclusion of cloud and mobile computer platforms. These additional platforms, along with the internet of things (IoT), neural networking, and AI, require the need for stronger network configurations, management, standards, and practices. This course provides an in-depth examination of wireless networking devices and tools (hardware and software). During this course, you will apply network standards and protocols to enhance a networking landscape to improve wireless communications in support of multiple IT platforms.

TIM-6450 - Advanced Network Administration

Semester Credits: 3 **Weeks:** 8
In this advanced network administration course, you will be immersed in the critical considerations needed for a strong networking platform, with a focus on the physical layers of the Open Systems Interconnection (OSI) model. During the course, you will study advanced topics about the effective design, implementation, and administration of networking hardware and software. By the end of the course, you will develop an advanced standard protocol for device configuration that avoids collisions and improves network security.

TIM-6550 - IT Asset Management

Semester Credits: 3 **Weeks:** 8
Information technology professionals must have an understanding of the IT lifecycle and asset management principles to support organizational goals. This course covers the processes and services that enhance IT asset management practices leading to cost-effective decisions. During this course, you will study the best ways to manage hardware, software, and data assets. You will also examine the legal requirements affecting data retention and disposal and the provisions needed to control mobile, BYOD, and cloud operations.

TIM-6590 - Strategic Management of Data, Information, and Knowledge

Semester Credits: 3 **Weeks:** 8
Effective information technology professionals must be able to assess, plan, implement, and manage technical systems and services to ensure their integrity. During this capstone course, you will demonstrate the knowledge and skills gained throughout the Master of Science in Information Technology program by creating and presenting a comprehensive IT implementation plan. The strategic implementation plan should integrate strategies for improvement, including industry standards, metrics, procedures, and tools. It should also integrate hardware and software configurations, multiple operating systems, applications, and data protection rules to support organizational operations.

Industrial/Organizational Psychology

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.

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.

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.

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-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-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-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-6411 - Internship in I/O Psychology

Semester Credits: 3 **Weeks:** 12
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-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.

Instructional Design

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.

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-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-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-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-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 diagraming storyboards. Evidence of the effectiveness of these materials for specific needs, contexts, and learners will be assembled in your growing 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-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-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-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-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-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-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-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.

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-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-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-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-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-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-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-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.

Instructional Leadership

IL-5000 - Instructional Leader as Creator of Learning Culture

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the knowledge, skills, and dispositions that enable instructional leaders to establish and sustain professional learning cultures. You will have the opportunity to expand your knowledge regarding curriculum and its functions in educational settings.

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-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-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-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-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.

International Business

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.

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-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-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-7012 - Global Economic Environment

Semester Credits: 3 **Weeks:** 8
In this doctoral course, you 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. You will be assessed for your critical thinking and the theoretical applications to resolve complex research issues, and problems existing in the global economic environment.

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-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-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.

International Education

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.

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-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-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-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-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-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-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-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-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-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-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-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-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.

Leadership in Higher Education

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.

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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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.

Learning Analytics in Higher Education

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.

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-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-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-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-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.

Learning Analytics in K-12 Education

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.

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-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-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-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-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.

Legal Studies

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.

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-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-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 statues 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-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-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-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-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-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, breech, 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-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-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.

MBA Courses

MBA-5102 - Changing Times - Business in the 21st Century

Semester Credits: 3 **Weeks:** 8
In this course, you will consider the impact of current trends such as 21st century leadership related to globalization and sustainability through the utilization of management and technology tools. The subsequent core courses will provide a greater in-depth knowledge of business concepts and areas in an integrated fashion.

MBA-5110 - Managing People and Teams

Semester Credits: 3 **Weeks:** 8
This course is designed to ensure that you are prepared to lead in today's global workplace. Whether you are aspiring to management or are already a manager, you will find this course professionally relevant to acquire the essential skills to be an effective manager. In this course, you will examine concepts and apply strategies regarding global leadership; managing human capital and teams; ethical decision-making; navigating organizational change; and budgeting/allocating resources.

MBA-5121 - Managerial Decision-Making

Semester Credits: 3 **Weeks:** 8
This course is designed to help you develop the understanding, skills, and cognitive processes that managers utilize for effective decision-making. This includes assessing the factors that influence effective business decisions in the global business environment. You 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. You will also explore how information technology can provide effective decision support for complex business issues.

MBA-5130 - Managing Business Finances

Semester Credits: 3 **Weeks:** 8
In this course, you will review procedures, process, and tools to effectively manage business finances. You 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. You will practice using financial tools and case studies to aid in your analysis and financial decision-making.

MBA-5140 - Operations Management

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to the principles of operations management as they relate to business strategy. You will learn how to assess effective business operations utilizing a global supply chain with diverse and geographically-dispersed suppliers and customers. You will also examine how information systems effect operational productivity, competitiveness, automation of business processes, and internet-based commerce.

MBA-5150 - Innovation and Marketing

Semester Credits: 3 **Weeks:** 8
In this course, you will investigate and assess strategies for innovation and the introduction of new ideas, products, and technologies to market. You will practice assessing their customers' needs and tailoring strategies and tactics accordingly. This course provides an integrative approach to marketing and innovation utilizing business analytics, supply chain, operations, economics, and financial management. You will set marketing goals and produce marketing plans to reach those goals and measure their progress. You will examine ethical, social, and legal aspects such as marketing to minors and false or deceptive practices.

MBA-6010 - Strategic Planning

Semester Credits: 3 **Weeks:** 8
You will develop skills to effectively formulate strategic plans utilizing R&D, marketing, production, finance, human resources, and TQM to determine strengths and weaknesses. This will include the use of SWOT and PEST analysis techniques for assessing market position and direction for growth.

MSA Courses

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.

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-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-5015 - Auditing I

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-5020 - Advanced Government 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-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-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-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-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-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-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-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.

MSOL Courses

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.

MSOL-5102 - Ethics and Decision Making

Semester Credits: 3 **Weeks:** 8
In this course you will continue your journey of leadership development through introspective reflection, then inquire into your personal/organizational values in business and societal settings. You will develop skills in ethical decision making to further enhance organizational performance and goal achievement.

MSOL-5103 - People, Processes, and Organizational Health

Semester Credits: 3 **Weeks:** 8
Today's organization is immersed in a competitive and dynamic environment requiring adaptive organizational structures to increase capacity and create a framework for development and growth. Within the organizational environment, leaders must be equipped to resolve conflict. The emphasis in this course is on leadership and relationship styles among individuals within the organization. You will develop skills needed to lead diverse teams, develop others, and apply strategies to create a culture of continuous improvement.

MSOL-5104 - Leadership: Change, Crises, and Communication

Semester Credits: 3 **Weeks:** 8
Leading change is one of the most important and difficult challenges facing any leader. This course is an introduction to the role of leadership in managing change and responding to organizational crises. As a leader, you will analyze strategies for managing change as a constant state, evaluate situations for potential crises, and develop proactive approaches for crisis management. Effective communication strategies are key to successfully leading through these situations.

MSOL-5105 - Leadership and Organization Strategy

Semester Credits: 3 **Weeks:** 8
Organizational strategy is impacted by increasing globalization, uncertainty in the marketplace, and disruptive innovation. Leaders must respond by creating an organizational learning culture to promote strategic innovation, and adapt and grow in a constantly changing environment. This course helps you build the capacity for strategic leadership to meet organizational challenges. In the role of leader, you will learn to develop leadership strategies, skills, and tools required for creating a plan to reinforce organizational strategies and competitive growth.

MSOL-5106 - Understanding Data

Semester Credits: 3 **Weeks:** 8
Analytics provide insight into organizational opportunities and challenges enabling leaders to analyze the overall health of an organization and make faster, better informed decisions. Having strong analytical skills is important for leaders in building an organization's ability to effectively use data to compete in the marketplace. In the role of leader, you will identify stakeholders, determine a problem, collect and analyze existing data to develop plans that inform operational and strategic planning processes.

MSOL-5110 - Capstone Professional Project

Semester Credits: 3 **Weeks:** 8

You will apply concepts and principles learned throughout the program to identify an organizational challenge. In the process, you will recognize stakeholders and use relevant data to construct a plan for addressing the challenge. The project will culminate in the creation of an assessment strategy for evaluating plan results. An important component of this course is a comprehensive self-analysis of your preparedness to act in a leadership role through finalizing your Personal Leadership Profile.

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-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-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.

Management

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-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-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-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-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-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-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-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-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-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-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-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-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.

Management of Engineering and Technology

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.

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-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-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-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-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-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-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-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-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-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-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-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-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.

Management Information 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.

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-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-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-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-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-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-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-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.

Marketing

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-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-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-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-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-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-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-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.

Marriage and Family Therapy

CMP-9701M - Doctoral Portfolio I

Semester Credits: 1 **Weeks:** 4
This course provides students the opportunity to prepare a collection of documents or artifacts that represent their progress through the program, as well as the achievement of specific academic and professional goals.

CMP-9702M - Doctoral Portfolio II

Semester Credits: 1 **Weeks:** 4
In this course students will add to and refine the collection of documents or artifacts that represent their progress through the program, as well as the achievement of specific academic and professional goals.

CMP-9703M - Doctoral Portfolio III

Semester Credits: 1 **Weeks:** 4
In this course students will add to and refine the collection of documents or artifacts that represent their progress through the program, as well as the achievement of specific academic and professional goals.

MFS-6000 - Foundations of Trauma Studies

Semester Credits: 3 **Weeks:** 8
You will examine the history of the study of psychological trauma. You will learn about historical and current definitions of psychological trauma. You will examine the prevalence of traumatic events in the general population as well as among diverse subgroups. You will explore the various types of traumatic events and the potential impact of experiencing traumatic events. You will examine the intersections between trauma and culture and implications for trauma treatment. You will learn about physical and mental health conditions that may co-occur with trauma. You will also explore core competencies in providing trauma treatment. Finally, you will learn from accounts of recovery from trauma.

MFS-6001 - Assessment and Treatment Planning of Trauma

Semester Credits: 3 **Weeks:** 8
In this course you will learn how to incorporate assessment for psychological trauma into your clinical assessment. You will examine instruments and tools used in trauma assessment. You will learn about evidence-based approaches for the treatment of children and adults impacted by trauma as well as couple and family therapy for the treatment of trauma and traumatic stress. Finally, you will explore cultural considerations in the assessment and treatment of trauma and traumatic stress.

MFS-6002 - Global Implications of Trauma

In this course you will examine trauma as a global issue and explore the influence on relationships, communities and the world. You will describe various types of trauma including global terrorism, natural disasters, and genocide. You will also consider how cultural and historical trauma result from these incidents. You will evaluate models of trauma-informed care that are being implemented worldwide. You will also examine global dialogue and collaboration amongst mental health professionals. You will illustrate how resiliency factors and preventative care are coping variables. Finally, you will critique how access to social media affects perception and response to global trauma.

MFS-6003 - The Neurobiology of Trauma and Art-Based Interventions

Semester Credits: 3 **Weeks:** 8
In this course you will learn about functions of different brain areas that are involved while responding to various traumatic events and how body responds to traumatic events. You will appraise how memory processes are affected in response to a trauma. You will examine common emotional and behavioral responses to trauma and how these responses needed to be considered while working with survivors of trauma. Art-based interventions pertaining to the treatment of trauma will also be addressed.

MFS-6004 - Somatic Approaches/Vicarious Trauma

Semester Credits: 3 **Weeks:** 8
In this course you will examine somatic therapy which focuses on the mind-body connection for holistic healing. You will explore incorporation of somatic principles in treatment, specifically for those who have experienced trauma. You will analyze examples of modalities including meditation, yoga, and grounding techniques. You will learn how to incorporate different somatic therapies and how they are utilized worldwide. You will examine how vicarious trauma and compassion fatigue affect MFT's working with trauma and learn how to apply somatic healing practices to self-care. You will investigate ethical issues pertaining to the incorporation of somatic therapy in trauma work.

MFS-6005 - Working with Trauma in Family Systems, Systemic Trauma: Self, Culture, and Society

Semester Credits: 3 **Weeks:** 8
In this course you will review how systemic, social and historical trauma affect the family. You will examine the difference between these types of trauma. Special emphasis will be given to the ways in which these types of trauma intersect with power, privilege and oppression. Particular attention will be given to self-of-the therapist exploration.

MFS-6610 - Trauma and Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 8
You will examine the historical and theoretical foundations of trauma and how your understanding of these concepts can be applied systemically to the field of Family Therapy. You will examine key trauma theorists and researchers and the evolution of conceptualizing trauma across time. You will be developing an overall understanding of the theoretical applications of trauma at its foundation and how current day clinical applications consider Trauma Informed Care. Also, you will gain experience applying

and integrating specific Family Therapy approaches with the Trauma Informed Care framework in order to demonstrate your knowledge of clinical application informed by historical considerations and key theorists.

MFS-6611 - Trauma and Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 8
You will examine the prevalence, nature, and impact of psychological trauma (e.g., sexual violence, combat and exposure to war zones, life threatening illness and injury, natural disasters), including posttraumatic stress disorder and the human capacity for healing. You will also gain a working knowledge of how to examine and discuss trauma systemically, exploring the impact on individuals, families, communities, and diverse groups. Finally, you will examine evidence-based practices in the field of psychological trauma as well as vicarious trauma, posttraumatic growth, and clinician self-care.

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.

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-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
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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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 of 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' 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-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-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-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-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-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-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-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-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-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-6542 - Transgender Individuals in Families: Clinical Perspectives

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-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-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-6610 - Trauma and Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
You will examine the historical and theoretical foundations of trauma and how your understanding of these concepts can be applied systemically to the field of Family Therapy. You will examine key trauma theorists and researchers and the evolution of conceptualizing trauma across time. You will be developing an overall understanding of the theoretical applications of trauma at

its foundation and how current day clinical applications consider Trauma Informed Care. Also, you will gain experience applying and integrating specific Family Therapy approaches with the Trauma Informed Care framework in order to demonstrate your knowledge of clinical application informed by historical considerations and key theorists.

MFT-6611 - Trauma and Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
You will examine the prevalence, nature, and impact of psychological trauma (e.g., sexual violence, combat and exposure to war zones, life threatening illness and injury, natural disasters), including posttraumatic stress disorder and the human capacity for healing. You will also gain a working knowledge of how to examine and discuss trauma systemically, exploring the impact on individuals, families, communities, and diverse groups, and potential ethical issues in treatment of psychological trauma. Finally, you will examine evidence-based practices in the field of psychological trauma as well as vicarious trauma, posttraumatic growth, and clinician self-care.

MFT-6710 - Systemic Sex Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
This course examines the foundations of the health and development of couples' sexual relationships from the perspectives of diversity, ethics, and MFT research. The course will provide an overview of different issues that present in couples' sexual relationships and examine how historical religious, cultural and social mores have informed sexual behaviors and satisfaction. You will also learn about different models of systemic sex therapy and assessment. In addition, you will learn about the importance of creating a non-judgmental therapeutic alliance with your clients.

MFT-6711 - Systemic Sex Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
This course features an exploration of specific issues pertaining to the clinical practice of systemic sex therapy. Topics will focus on issues of sexual disorders, sexual satisfaction, and the concept of sexual positivity. Sexual expressions such as polyamory, kink, and LGBTQ+ will be considered from the perspectives of religion, spirituality, and ethnicity. You will learn how to develop a variety of system-based models that will encourage sexual health and satisfaction.

MFT-6810 - Addictions: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
You will examine the historical and theoretical foundations of addictive disorders and review seminal research and theoretical literature how they evolved and contributed to our current conceptualization of addictive disorders including substance use and behavioral addictions. You will also explore the diversity in origins and manifestations of addiction for individuals and families in various contexts. In addition, you will become familiar with the history of clinical intervention for addiction ending with the addiction framework which you will adapt for use in the context of Family Therapy and consider the ethical ramifications of addiction treatment.

MFT-6811 - Addictions: Clinical Applications

Semester Credits: 3 **Weeks:** 12
In this course, you will examine methods for assessing substance-related and addictive disorders in the context of family therapy and explore evidence-based practice for the treatment of addictive disorders in Family Therapy settings. In addition, you will demonstrate cultural competence in preparing treatment plans to address substance use and addictive behaviors for individuals and families. Finally, you will respond to potential ethical issues that may arise in the treatment of addiction.

MFT-6812 - Systemic Treatment of Co-occurring Disorders

Semester Credits: 3 **Weeks:** 12
In this course, you will examine methods for assessing substance-related and addictive disorders in the context of family therapy

and explore evidence-based practice for the treatment of addictive disorders in Family Therapy settings. In addition, you will demonstrate cultural competence in preparing treatment plans to address substance use and addictive behaviors for individuals and families. Finally, you will respond to potential ethical issues that may arise in the treatment of addiction.

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-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-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-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: 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: 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-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-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: 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-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-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-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 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.

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-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-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-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-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-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 date 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-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-7110 - Quantitative Analysis in MFT

Semester Credits: 3 **Weeks:** 12
In this course, you will learn how to use statistical analyses in research. You will explore key aspects of descriptive and inferential statistics and learn how to use statistical software to analyze data. You will gain skills as an independent scholar by enhancing your scientific and statistical literacy. Therefore, emphasis will be on comprehending statistical concepts, analyzing, interpreting, and critically evaluating data and statistical information, and communicating statistical information and knowledge.

MFT-7111 - Quantitative Measurement and Design in MFT

Semester Credits: 3 **Weeks:** 12
In this course, students are trained to develop and evaluate research studies in behavioral sciences. Students will become familiar with sampling, research design, reliability, validity, and the creation and interpretation of measures in marriage and family

therapy. Students will also identify and critique specific measures and evaluation tools and methods for potential use in their own research projects.

MFT-7112 - Qualitative Measurement and Design

Semester Credits: 3 **Weeks:** 12
This course will provide you with the philosophical foundation of interpretive qualitative inquiry and addresses beginning skills essential to the critique and execution of qualitative research in marriage and family therapy. You will become familiar with the major research paradigms and the assumptions inherent to qualitative inquiry. You will learn to identify elements critical to the credibility of a qualitative study and apply this knowledge by evaluating selected published research. You will also develop basic skills in qualitative data analysis, and develop a research purpose statement and research question that can be addressed qualitatively while incorporating contextual knowledge and ethical guidelines promoted by the AAMFT Code of Ethics.

MFT-7113 - Advanced Qualitative Design and Analysis

Semester Credits: 3 **Weeks:** 12
This course will provide students with an overview of the major types of qualitative inquiry and advance their skills toward the execution of qualitative research in marriage and family therapy. Students will practice multiple types of data collection and analysis. In addition, they will develop a paper that lays the foundation for their dissertation proposal. This process will require application of the assumptions inherent to the qualitative research paradigm: select an appropriate study type, and design a qualitative methodology appropriate to the research question developed in the framework of the qualitative design.

MFT-7114 - Advanced Quantitative Design and Analysis

Semester Credits: 3 **Weeks:** 12
This course will introduce you to the uses and techniques of advanced quantitative design and analysis in marriage and family therapy and related fields. You will become competent consumers of quantitative research by learning how quantitative information is generated, summarized, evaluated, and represented. You will be prepared to design studies using methodology associated with multivariate analysis, regression, latent variable modeling, factor analysis, and structural equation modeling. The course provides a theoretical and practical basis for choosing and employing the wide range of current analysis techniques available to social science researchers.

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-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-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-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-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-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-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-8208 - Family Therapy with Adolescents

Semester Credits: 3 **Weeks:** 8
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-8209 - Child and Adolescent Assessment and Diagnosis

Semester Credits: 3 **Weeks:** 8
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-8210 - Early Childhood and Parenting Interventions

Semester Credits: 3 **Weeks:** 8
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-8211 - Neurodevelopmental Disorders in Children and Adolescents

Semester Credits: 3 **Weeks:** 8
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-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-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice

Semester Credits: 3 **Weeks:** 8
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-8310 - Systemic Sex Therapy

Semester Credits: 3 **Weeks:** 8
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-8311 - The Couple Life Cycle in MFT Practice and Supervision

Semester Credits: 3 **Weeks:** 8
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-8402 - Medical Family Therapy

Semester Credits: 3 **Weeks:** 8
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-8403 - Medical Family Therapy Applications

Semester Credits: 3 **Weeks:** 8
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-8404 - Families, Health, and Illness

Semester Credits: 3 **Weeks:** 8
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-8408 - Loss and Bereavement

Semester Credits: 3 **Weeks:** 8
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-8507 - Military and Veteran Cultures Across the Lifespan

Semester Credits: 3 **Weeks:** 8
This doctoral-level course focuses on military and veteran cultures, including culturally informed clinical practice, research, and policies across the lifespan.

MFT-8508 - Trauma and Resilience in Military and Veteran Couples and Families

Semester Credits: 3 **Weeks:** 8
This course focuses on precursors, assessment, diagnoses, indicated treatments, research practices, and policies related to trauma and resilience across military and veteran populations.

MFT-8509 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations

Semester Credits: 3 **Weeks:** 8
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-8510 - Behavioral Health Care with Military and Veteran Populations

Semester Credits: 3 **Weeks:** 8
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-8601 - 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 (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-8701 - Language of Diversity

Semester Credits: 3 **Weeks:** 8
This course focuses on the acquisition and understanding of culturally inclusive language when working with diverse populations and organizations. Attention is given to self of the therapist issues and critical analysis of dominant narratives around language and power.

MFT-8702 - A Systemic Evaluation of Global Concerns and Diversity

Semester Credits: 3 **Weeks:** 8
This course focuses on the acquisition and understanding of meaningful knowledge about issues of diversity and injustice on the global stage, and how this may impact the work we do as MFTs when working with diverse populations and organizations. Attention is given to self of the therapist issues and critical analysis of the dynamics of contextual systems of oppression and privilege.

MFT-8703 - Social Justice Advocacy in the United States

Semester Credits: 3 **Weeks:** 8
This course focuses on understanding dilemmas and challenges of supervising, teaching and leading as a Marriage and Family therapist from a socially just perspective. You will explore the history of diversity, multiculturalism and social justice in the field of MFT. Special emphasis will be given to issues related to power, privilege and oppression specifically within the United States. Attention is given to self-of-the therapist, self-of-the supervisor and self-of-the educator issues related to systems of power, privilege and oppression.

MFT-8704 - Culturally Sensitive Care in MFT

Semester Credits: 3 **Weeks:** 8
This course focuses on the acquisition and understanding of specific skills that MFTs can use to provide more culturally sensitive and humble care to patients and clients. The focus of this course will be appropriate treatment planning for diverse populations. Attention is given to self of the therapist issues and critical analysis of the dynamics of contextual systems of oppression and privilege.

MFT-8712 - Leadership Development in Public and Non-Profit Community Organizations

Semester Credits: 3 **Weeks:** 8
Students will learn the building blocks to cultivating a vision–from dream to service agency from the ground up. The course will focus on how to develop a non-profit counseling agency including financial planning, personnel development, and evidence-based service delivery. This doctoral level course will also prepare students for leadership in community-based agencies with an emphasis on integrating marriage and family therapy into the larger milieu of behavioral health services. Whether joining an existing agency or creating your own, today's leaders can help create a socially conscious company culture using ethical decision-making models.

MFT-8713 - Public or Corporate Policy Making

Semester Credits: 3 **Weeks:** 8
This course invites doctoral students to consider the key role that policy making plays in advancing the profession of marriage and family therapy (MFT). The course will start out by identifying stakeholders who direct and sanction the practice of MFT, from accrediting bodies and universities to state licensing boards and federal legislation. Students will learn about the role of MFTs in public health policies and advocating for MFTs in the larger behavioral health culture. The signature assignment for the course will have students challenging conventional leadership and proposing a relevant piece of legislation that is consistent with the systemic perspective.

MFT-8714 - Leadership in Higher Education

Semester Credits: 3 **Weeks:** 8
MFTs today can excel in teaching, communication, and utilizing technology. Universities today need systemic thinkers who can integrate the demands of accreditation standards into traditional and cutting-edge academic and administrative systems. This doctoral level course will prepare students for administrative roles in online and on-ground education systems. Learners will incorporate best practices in teaching through role plays and assignments that develop course and curriculum development.

MFT-8721 - Constructing a Professional Identity

Semester Credits: 3 **Weeks:** 8
This course provides an analysis of the means by which trainees acquire their new professional identity as MFTs. Special emphasis is placed on gender, cultural, and socioeconomic factors in professional identity development.

MFT-8722 - Teaching Systemic Theories

Semester Credits: 3 **Weeks:** 8
This courses focuses on theories and current best practices for teaching adult learners. One of the key concepts is helping adult learners make best use of their previous experiences to help them on their new journey of learning. A special focus of this course in working with adult learners in e-learning environments.

MFT-8723 - Analyzing Supervision Interventions

Semester Credits: 3 **Weeks:** 8
This course builds on the foundation of MFT8970 MFT Supervision. Supervisors have an ethical and legal responsibility to assess the competence of their trainees. This course examines educational and experiential strategies for assessing trainee competence, and interventions the supervisor can employ to meet the ethical requirement for assessing trainee competence. A special focus of this course is the power differential between supervisor and trainee, and trainee and client.

MFT-8724 - Employing Technology in Supervision

Semester Credits: 3 **Weeks:** 8
Since its earliest days, the profession of MFT has made use of the best available technology to facilitate training the next generation of therapists. Historic examples include co-therapy, the one-way mirror, and the "bug in the ear." This course

examines the relationship between technology and best practices for adult learners, including both ethical and andragogical considerations, with a special focus on emerging digital technology.

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-8952 - MFT Doctoral Practicum I

Semester Credits: 3 **Weeks:** 12
This course provides students with an opportunity to demonstrate their competence in advanced relational/systemic 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 scheduled supervisory sessions with their NCU supervisor.

MFT-8961 - MFT 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 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.

MFT-8962 - MFT 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.

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 in 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-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-8971 - MFT Supervision Practicum

Semester Credits: 3 **Weeks:** 12
This practicum course provides students opportunities to enhance their ability to help MFT students begin their growth toward clinical competence and professional identity as an MFT. Students will be invited to participate in the 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.

MFT-8991 - MFT Advanced Practical Experience Component (APEC I)

Semester Credits: 1 **Weeks:** 12
The APEC is the capstone clinical experience. During each APEC course, students propose activities they will engage in that are congruent with their programmatic clinical specialization. Students must also select at least two areas from the following to focus on during the APEC: advanced research, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. Students may also propose to pursue opportunities for presenting and professional writing. As part of the APEC contract, students identify the artifacts or deliverables they will submit at the end of each of the three APEC courses as evidence they have achieved their goals for the experience.

MFT-8992 - MFT Advanced Practical Experience Component (APEC II)

Semester Credits: 1 **Weeks:** 12
The APEC is the capstone clinical experience. In this course, students propose activities they will engage in that are congruent with their programmatic clinical specialization. Students must also select at least two areas from the following to focus on during the APEC: advanced research, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. Students may also propose to pursue opportunities for presenting and professional writing. As part of the APEC contract, students identify the artifacts or deliverables they will submit at the end of the courses as evidence they have achieved their goals for the experience.

MFT-8993 - MFT Advanced Practical Experience Component (APEC III)

Semester Credits: 1 **Weeks:** 12
The APEC is the capstone clinical experience. In this course, students propose activities they will engage in that are congruent with their programmatic clinical specialization. Students must also select at least two areas from the following to focus on during the APEC: advanced research, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. Students may also propose to pursue opportunities for presenting and professional writing. As part of the APEC contract, students identify the artifacts or deliverables they will submit at the end of the courses as evidence they have achieved their goals for the experience.

Nursing

DNP-7000 - Leadership and Interprofessional Collaboration

Semester Credits: 3 **Weeks:** 8
This course incorporates the study of organizational leadership and interprofessional team development to improve quality of care delivery, health outcomes, and safety of patient populations. You will examine consultative and leadership skills that facilitate intraprofessional and interprofessional collaboration. You will analyze effective strategies for resolving ethical and legal issues in the delivery of care. You will also synthesize knowledge of leadership and communication theories with nursing science as a framework for organizational assessment, diagnosis of systems issues, and facilitation of system-wide practice initiatives. This course will prepare you to develop advanced leadership roles in addressing complex practice and organizational issues.

DNP-7001 - Contemporary Topics in Health Care

Semester Credits: 3 **Weeks:** 8
This course involves intensive examination of contemporary topics in healthcare. Emphasis is placed on exploring and evaluating theoretical foundations that influence nursing practice, healthcare systems, and organizational sciences. Key topics include the development of interprofessional competencies, health status and health disparities, ethics, and the meaning of health outcomes related to both quality and safety for population healthcare.

DNP-7002 - Healthcare Economics and Finance

Semester Credits: 3 **Weeks:** 8
This course introduces the financial structures that support nursing practice and will focus on economic principles, financial management methods, and business strategies. You will explore the foundation for balancing productivity with quality of care, while learning to design effective and realistic care delivery systems that optimize performance, minimize costs, and enhance outcomes. You will also examine methods to evaluate costs and cost effectiveness of care using health equity and diversity. This course provides you with the tools to plan, monitor, and evaluate the acquisition, use, and outcomes of fiscal resources for practice and program initiatives.

DNP-7003 - Informatics in Healthcare Delivery

Semester Credits: 3 **Weeks:** 8
This course incorporates the study of information science concepts, principles, and methods with application in the support, improvement, and evaluation of nursing interventions, outcomes of care, and delivery systems. You will focus on the development of knowledge and technical skills to use data management systems and technological resources for decision-making, implementation of quality improvement initiatives, and evaluation of patient care technologies.

DNP-7004 - Advanced Health Policy & Advocacy

Semester Credits: 3 **Weeks:** 8
This course focuses on advanced nursing leadership and advocacy for healthcare policy improvement. You will examine the process of healthcare policy development and determine the disparities within the US and international healthcare delivery systems. You will use policy theory to critically evaluate the current and historic policies, laws, and financial incentives that affect healthcare delivery and nursing practice. You will apply principles of organizational change and cultural effectiveness to evaluate components of leadership necessary for public health improvement.

DNP-7005 - Translation of Evidence into Practice

Semester Credits: 3 **Weeks:** 8
This course will address scientific frameworks for advanced nursing practice including theories from nursing, behavioral and social sciences, quality improvement models, and evidence-based practice models. You will integrate the theme of change

throughout this course related to improving patient and healthcare outcomes. You will examine various strategies to develop partnerships with stakeholders, assess quality improvement, and facilitate change based on evidence.

DNP-7006 - Program Planning and Evaluation

Semester Credits: 3 **Weeks:** 8
This course prepares you, the advanced nurse leader, to plan for the design, development, implementation, and evaluation of health promotion and disease prevention program initiatives. You will discuss various approaches to quality improvement.

*Requires concurrent enrollment with DNP-7006A, which includes the minimum of 50 required documented practice experience hours.

DNP-7006A - Program Planning and Evaluation Practice Experience

Semester Credits: 1 **Weeks:** 8
Within a practice setting, you will conduct a macro/meso/micro system assessment to identify issues that impact quality. You will analyze practice approaches to quality improvement and evaluate clinical prevention strategies utilized to promote population health. Throughout the practice experience you will seek out opportunities to cultivate skills in evaluating practice, organizational, population, fiscal, and policy issues that influence patient outcomes. You will also explore opportunities to participate in the design of evidence-based care interventions.

*Requires concurrent enrollment with DNP-7006 and a minimum of 50 practice experience hours.

DNP-7007 - Health Outcomes Research

Semester Credits: 3 **Weeks:** 8
Prerequisites: DNP-7006 completion with a grade of B or higher

This course introduces various approaches to measuring health outcomes, including risk adjustment, causation, and principles of measurement. You will evaluate generic health outcome measures, health related quality of life measures, and condition-specific measures. You will examine factors that affect quality and safety and develop strategies to monitor and improve health outcomes. You will review the literature addressing a healthcare issue and identify your DNP project topic.

*Requires concurrent enrollment with DNP-7007A, which includes the minimum of 50 required documented practice experience hours.

DNP-7007A - Health Outcomes Research Practice Experience

Semester Credits: 1 **Weeks:** 8
Prerequisites: DNP-7006A completion with an A grade

Within the practice setting, you will appraise factors that increase risks and liability. You will review data using information technology and review the literature addressing a healthcare issue to identify a DNP project topic. Throughout your practice experience, you will seek opportunities to generate evidence-based solutions that address risks and liability.

*Requires concurrent enrollment with DNP-7007 and a minimum of 50 practice experience hours

DNP-7008 - Clinical Analytics and Data Management

Semester Credits: 3 **Weeks:** 8
Prerequisites: DNP-7007 completion with a grade of B or higher

This course focuses on data management skills to measure the use of services and quality of patient care within a practice setting.

You will incorporate multiple techniques and methods to diagnose system issues and measure quality improvement and program outcomes. You will also assess ethical principles related to data governance and stewardship. Finally, you will work on formulating your problem statement for your DNP Project.

*Requires concurrent enrollment with DNP-7008A, which includes the minimum of 50 required documented practice experience hours.

DNP-7008A - Clinical Analytics and Data Management Practice Experience

Semester Credits: 1 **Weeks:** 8
Prerequisites: DNP-7007A completion with an A grade

Within the practice setting, you will measure the use of services, the quality of care, and patient satisfaction to identify system needs. You will compile data for gap analyses. Upon completion of the course experience, you will identify issues/needs to address and formulate problem statements.

*Requires concurrent enrollment with DNP-7008 and a minimum of 50 practice experience hours

DNP-7997 - DNP Project I

Semester Credits: 3 **Weeks:** 12
Prerequisites: DNP-7008 completion with a grade of B or higher

In this course, you will continue the development of your DNP Project with your preceptor and mentor/chair. In accordance with university and organizational guidelines, you will utilize relevant scholarly literature along with your didactic and practice experiences to address your identified topic in healthcare. You will form an interprofessional or intraprofessional team for collaboration on project goals and objectives and begin the IRB process. You will also continue working on your project manuscript and seek opportunities to evaluate and disseminate project outcomes.

*Requires concurrent enrollment with DNP-7997A, which includes the minimum of 100 required documented practice experience hours.

DNP-7997A - DNP Project Practice Experience

Semester Credits: 2 **Weeks:** 12
Prerequisites: DNP-7008A completion with an A grade

In the practice setting, you will work with your preceptor and interprofessional or intraprofessional team for collaboration on project goals and objectives. You will journal practice hours and reflect on the current AACN DNP Essentials alignment according to your learning and experiences. Throughout the practice experience you will seek opportunities to cultivate skills in knowledge creation, guide teams through complex health situations, and lead change.

*Requires concurrent enrollment with DNP-7997 and a minimum of 100 practice experience hours

DNP-7998 - DNP Project II

Semester Credits: 3 **Weeks:** 12
Prerequisites: DNP-7997 completion with a grade of B or higher

In this course, you will continue the development of your DNP Project with your preceptor and mentor/chair. In accordance with university and organizational guidelines, you will utilize relevant scholarly literature along with your didactic and practice experiences to address your identified topic in healthcare. You will work with your interprofessional or intraprofessional team for collaboration on project goals and objectives. You will continue the IRB process and working on your project manuscript and seek opportunities to implement and disseminate project outcomes.

*Requires concurrent enrollment with DNP-7998A, which includes the minimum of 150 required documented practice experience hours.

DNP-7998A - DNP Project Practice Experience

Semester Credits: 3 **Weeks:** 12
Prerequisites: DNP-7997A completion with an A grade

In the practice setting, you will continue to work with your preceptor and interprofessional or intraprofessional team for collaboration on project goals and objectives. You will journal practice hours and reflect on the current AACN DNP Essentials alignment according to your learning and experiences. Throughout the practice experience you will seek opportunities to cultivate skills in collaborative knowledge, guide teams through complex health situations, and lead change.

*Requires concurrent enrollment with DNP-7998 and a minimum of 150 practice experience hours.

DNP-7999 - DNP Project III

Semester Credits: 3 **Weeks:** 12

Prerequisites: DNP-7998 completion with a grade of B or higher

In this course, you will complete your DNP Project with your preceptor and mentor/chair. In accordance with university and organizational guidelines, you will utilize your didactic and practice experiences to synthesize your findings related to your identified topic in healthcare. You will finalize your project goals and outcomes with your interprofessional or intraprofessional team. You will submit your final project manuscript and seek opportunities to evaluate and disseminate executive leadership project outcomes.

*This course is taken concurrently with DNP-7999A, which includes the minimum of 100 required documented practice experience hours. Course completion with a grade of B or higher is required for degree completion.

DNP-7999A - DNP Project Practice Experience

Semester Credits: 2 **Weeks:** 12
Prerequisites: DNP-7998A completion with an A grade

In the practice setting, you will continue to work with your preceptor and interprofessional or intraprofessional team for collaboration on project goals and objectives until completed. You will journal practice hours and reflect on the current AACN DNP Essentials alignment according to your learning and experiences. Throughout the practice experience you will seek opportunities to cultivate skills in collaborative knowledge, guide teams through complex health situations, and lead change.

*Requires concurrent enrollment with DNP-7999 and a minimum of 100 practice experience hours. Course completion with a grade of A is required for degree completion.

MSN-5000 - Dynamic Healthcare Environments

Semester Credits: 3 **Weeks:** 8
This course provides key insights into a dynamic and evolving healthcare delivery system, including the impact of legislation on healthcare organizations and diverse populations. You will analyze key principles of complex systems leadership theory as it applies to disruptive innovation. You will focus on emerging models of care and the complexities of healthcare finance.

MSN-5001 - Theoretical Foundations of Human Behavior

Semester Credits: 3 **Weeks:** 8
This course concentrates on both nursing and related theories regarding the behavioral motivations and decision-making techniques of adults. Application of the biopsychosocial approach and various theories will be explored, such as violence in society, end-of-life decision-making, and health behaviors that influence quality of life.

MSN-5002 - Population Health Management

Semester Credits: 3 **Weeks:** 8
This course will introduce you to the concepts and theories relevant to healthcare for multicultural and diverse populations. You will explore determinants of health from a broad perspective. You will examine various models for providing population-based care from primary care to accountable care organizations.

MSN-5003 - Health Outcomes Research

Semester Credits: 3 **Weeks:** 8
This course will place an emphasis on research and strategies for improving nursing care for patients across the healthcare continuum. You will understand how to develop quality improvement projects, which utilize evidence-based practice and allow for systematic evaluation of outcomes. The course will include quality improvement study design and health outcomes measures.

MSN-5004 - Quality and Safety

Semester Credits: 3 **Weeks:** 8
This course explores the issue of quality and safety from a patient-centered care perspective. You will explore strategies to promote ethical decision-making processes and to improve communication within interprofessional teams. You will explore legal and financial ramifications of incompetent nursing practice.

MSN-5005 - Health Policy

Semester Credits: 3 **Weeks:** 8
This course focuses on nursing leadership and advocacy for healthcare policy improvement. You will explore the process of healthcare policy development, assess the role of coalitions, and recommend data-informed decisions for healthcare policy changes. Advanced Practice Registered Nurse (APRN) roles and scope of practice will be examined through current legislation initiatives.

MSN-5100 - Human Resources Management

Semester Credits: 3 **Weeks:** 8
This course addresses application of behavioral sciences to management. You will analyze best practices for recruitment, retention, and motivation for employees. Topics include the relationship between staffing levels, competencies, patient safety, quality of care, and utilizing a cost benefit analysis of various staffing strategies. Special issues surrounding unionization will also be addressed.

MSN-5110 - Leadership in Healthcare Organizations

Semester Credits: 3 **Weeks:** 8
In this course, you will explore key nursing leadership responsibilities including the development of a just culture within the healthcare organization. You will explore evidence-based policies and procedures, quality improvement, and organizational planning within the workplace environments. You will be analyzing how nurse leaders have approached responsibilities and served as role models in the nursing profession. You will also analyze strategies for integrating stewardship of resources and managing incivility in healthcare organizations.

MSN-5120 - Health Informatics

Semester Credits: 3 **Weeks:** 8
This course will focus on key knowledge for nurse leaders related to decision-making in the selection of systems software, decision support, and point of care systems. Topics include the planning life cycle for information technology hardware and software, user testing, and reporting. You will explore data analysis tools, performance dashboards, and key metrics.

MSN-5130 - Healthcare Finance & Economics

Semester Credits: 3 **Weeks:** 8
This course introduces concepts and theories of basic economics and finance in healthcare. You will apply economic analysis to problems of the organization related to demand, pricing, cost, production, and investment. Emphasis is placed on the assimilation of financial concepts and application in healthcare agencies and institutions. The course will enable you to learn the foundation of current finance theory and tools for managing healthcare on a daily basis.

MSN-5140 - Healthcare Strategic Management and Planning

Semester Credits: 3 **Weeks:** 8
You will investigate the processes of determining the management of healthcare systems through the development of objectives, design, and strategies. You will explore various models related to strategic planning within healthcare delivery systems. You will also evaluate the evolution of healthcare system management models.

MSN-5200 - Patient Safety in Nursing

Semester Credits: 3 **Weeks:** 8
Patient safety focuses on the minimization of errors in treatment and the prevention of adverse effects associated with patient care. In this course, you will be introduced to relevant theories, principles, practices, and operational issues as they relate to patient safety and quality. You will explore patient safety problems and high-risk contexts for error occurrence and determine the appropriate tools and evidence-based practices to address these issues. Through the utilization of error theory and systems thinking, as well as methods of risk assessment, you will be challenged to consider the roles of various stakeholders in for patient safety.

MSN-5210 - Nursing Policy and Regulation in Healthcare

Semester Credits: 3 **Weeks:** 8
Healthcare and nursing are regulated by policies and standards from a variety of groups and agencies. In this course, you will examine external drivers and policy initiatives related to quality and patient safety improvement in nursing, including accreditation, and performance. You will examine key federal legislation and regulations promulgated by organizations such as the Centers for Medicare and Medicaid Services, Quality and Safety Education in Nursing (QSEN), and the AACN MSN Essentials. You will also learn to develop effective internal policy initiatives related to quality improvement.

MSN-5220 - Analytics in Quality and Patient Safety

Semester Credits: 3 **Weeks:** 8
In the management of healthcare and nursing, the application and utilization of data are critical to achieving better healthcare outcomes and improvement. Nursing analytics encompasses the technology and skills utilized in data analysis and data visualization for enhanced decision-making. In this course, you will be introduced to how analytics are utilized in nursing quality and patient safety improvement. You will gain an understanding of various data sources and tools utilized for data organization, analysis, and presentation. Understanding how to develop data collection plans that support continuous quality improvement will also be included.

MSN-5230 - Performance and Process Improvement in Nursing

Semester Credits: 3 **Weeks:** 8
The tools and techniques utilized for performance and process improvement help nurses identify inefficiencies, ineffective care, and preventable errors. In this course, you will explore performance and process improvement through various quality improvement tools and techniques utilized for quality control and quality assurance. Some of the tools and techniques explored will be the Plan-Do-Study-Act Cycle, Lean, Six Sigma, force field analysis, and process mapping. You will be able to analyze nursing performance and processes as part of the continuous quality improvement process.

MSN-5240 - The Nursing Quality Professional

Semester Credits: 3 **Weeks:** 8
The nursing professional is instrumental to ensuring a culture of safety and quality improvement. In the role of a nursing quality professional, you will contribute to enhancing care delivery, optimizing value, and improving outcomes by leading activities that improve quality and patient safety. In this course, you will explore the role of the nursing quality professional and examine the necessary competencies and ethical standards required of today's nursing quality professional. You will focus on collaboration with various healthcare stakeholders to assess and identify quality issues that may impact the reputation, safety, security, and financial prosperity of healthcare organizations.

MSN-5999 - Capstone Experience

Semester Credits: 3 **Weeks:** 12
Your capstone experience represents the culmination of your degree. In this course, you will address accountability of nurse leaders, improved cultural competency, and your professional goals as a lifelong learner. You will demonstrate evidence-based practices and strategies. You will also demonstrate mastery of program outcomes and provide reflection on alignment with the current AACN MSN Essentials and applicable specialization competencies.

*Requires a minimum of 100 practice experience hours.

Nursing Education

NUR-7000 - Nursing Education Theories and Concepts

Semester Credits: 3 **Weeks:** 8
Students 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.

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-7002 - 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-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-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-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.

Organizational Leadership

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.

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-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-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-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-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.

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-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-7103 - Theory and Practice of Organizational Leadership

Semester Credits: 3 **Weeks:** 8
The purpose of this course is to strengthen your application of leadership theories, styles, and attributes to authentic practice. You will examine the influence of leadership on organization culture and consider how data can inform leadership decisions. As you consider your own leadership practices, you will also explore how social and economic trends have shaped historical leadership practices, as well.

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-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.

OLB-7001 - 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.

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.

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-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-7006 - Communicating Change

Semester Credits: 3 **Weeks:** 8
Communication is never more important than during times of change. Leaders play an integral role in leading organizational change by helping others understand the need and purpose of change through effective communication. In this course, you will examine leadership theories which underpin communication strategies and practices to successfully manage organizational change.

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-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.

Project Management

PM-4000 - Introduction to Project Management

Semester Credits: 3 **Weeks:** 8
This course provides an introduction to the discipline of project management. The student will explore techniques, methods, and approaches that successful project managers use 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 Project Management Institute's premiere guide to project management: A Guide to the Project Management Body of Knowledge (PMBOK ® Guide). PMBOK ® Guide is a registered mark of the Project Management Institute, Inc.

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-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-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-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-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-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-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-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-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-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.

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-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 pre-requisite for all undergraduate PSY courses if not previously taken.

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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-5101SP - Foundations for Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will study theoretical foundations and empirical research of psychological factors related to performance and participation in athletic settings. You will learn about the physical, affective, and cognitive behaviors associated with sport participation and will also examine the psychological theories and research related to sport performance. You will be introduced to performance enhancement techniques and strategies. You will also learn about injury in sports, team dynamics, youth sport and athletic coaching. The topics covered in this course are designed to increase your understanding of the psychological makeup of athletes and how psychological factors influence involvement and performance in sport

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-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-5103SP - Professional Ethics and Law in Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to different ethical principles, decision-making models and ethical guidelines, and professional issues for the field of sport psychology. You will review the guidelines presented by AASP and other professional organizations. You will explore common ethical challenges and situations that arise when working in the field and critically analyze research articles that are pertinent to ethical issues in sport psychology. You will explore sport psychology as a professional identity.

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-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-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-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-5107SP - Research Methods in Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course you will gain an overview of various qualitative and quantitative research methods, learn about basic concepts in

descriptive and inferential statistics, parametric and non-parametric statistical tests, and be exposed to different types of experimental research methodologies. You will learn about tests and measurements. You will develop critical-thinking skills and an understanding of the methodological tools necessary for functioning as an applied sport psychology consultant.

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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-6202 - Psychology of Gender

Semester Credits: 3 **Weeks:** 8
In this course you will explore the way in which gender is understood from various perspectives including sociocultural, political, psychodynamic and biological perspectives. Gender differences are often overemphasized; in actuality, there are fewer differences than often assumed. Issues of transgender and intersex variations will be discussed minimally, as these topics are the focus of another course. Central to this course will be an opportunity to rethink and reintegrate ideas about gender differences and gender similarities by studying material across several cultures.

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 identity as members of the transgender community.

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-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-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-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-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-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-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-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-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-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-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-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-6907 - Kinesiology

Semester Credits: 3 **Weeks:** 8
This course will introduce you to each of the major biophysical sub-disciplines of kinesiology—anatomy, biomechanics, exercise physiology, and motor control. You will gain insight into the integrated study of human movement and learn how to apply this knowledge to human performance and physical activity across the lifespan.

PSY-6908 - Psychopathology in Sport

Semester Credits: 3 **Weeks:** 8
In this course, you will be familiarized with the major classifications of psychopathology and their impact upon individual performance. You will be introduced to the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5). Emphasis will be placed on assessing for mental health conditions that require referrals to appropriate treating professionals. The course will focus on recognizing the classification of mood and anxiety disorders, impulse control disorders, eating disorders, sleep disorders, organic brain disorders, thought disorders, personality disorders, and substance abuse disorders. You will become familiar with counseling strategies in psychology.

PSY-6909 - Applied Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will be exposed to a variety of performance enhancement techniques used in sport psychology to help athletes. You will gain competence in performance enhancement skills and techniques for use in working with athletes in a variety of diverse settings while also developing the foundation for your own personal consulting style. You will explore the process of becoming an applied practitioner in the field and begin creating a binder of performance enhancement activities to be used in your fieldwork experience and in professional practice.

PSY-6910 - Counseling Skills for Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will be provided with a fundamental overview of the helping relationship provided within the context of applied sport psychology. You will gain a broad understanding of the philosophic bases of helping processes: counseling theories

and their application, basic and advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client change.

PSY-6911 - Psychological Foundations of Human Behavior

Semester Credits: 3 **Weeks:** 8
In this course you will be exposed to an overview of the neuropsychological, cognitive, social and affective bases of behavior in sport psychology. You will also examine the fundamentals of neuroanatomy, brain development, neuropsychology, neurophysiology and psychopharmacology. You will be familiarized with theories of personality, individual difference, and human lifespan development. You will then be required to integrate theoretical knowledge with practical strategies and interventions appropriate for athletes reflect on how to integrate concepts of positive psychology and factors that enhance meaning and well-being.

PSY-6912 - Diversity, Culture and Society

Semester Credits: 3 **Weeks:** 8
In this course, you will be given an overview of historical and current topics relevant to the understanding of diversity and culture in sport. You will be exposed to various sociological theories and how diversity issues have impacted the development of sport. You will gain an understanding of the complex nature of gender, ethnicity, socioeconomic status, sexual orientation, race, age, and disability as it relates to current sport practices. You will also be exposed to culturally-competent counseling and consulting strategies for facilitating acceptance of diversity within individual and team sports. You will learn to challenge the idea of sport as an innocent leisure pursuit, to consider its social, cultural, political and economic significance, and its rise to significance, in contemporary society.

PSY-6913 - Team Building and Group Dynamics

Semester Credits: 3 **Weeks:** 8
In this course you will learn how to facilitate team building, through interactive experiences, in an effective way. You will learn ways of working with a team in order to build necessary skills including cohesion, communication, trust, and respect. Emphasis will be placed on activities, skills and strategies that will enable students to effectively work with teams and groups of many kinds. You will gain an understanding of group behavior and dynamics and will be able to use this knowledge with diverse populations. You will learn to recognize ethical issues in relation to working with groups and will examine their interpersonal and professional style through hands-on application of ideas.

PSY-6914 - Psychology of Athletic Injury

In this course your will learn how to work with an injured athlete as part of an integrated approach to sport rehabilitation. Using mental training strategies for rehabilitation, this course will address the principles of Sport Psychology, which will assist injured athletes, as well as those working with injured athletes, in identifying variables responsible for hindering and enhancing performance. The complex physical and psychological nature of injuries will be discussed, including theoretical foundations of behaviors, psychological intervention of performance problems, and psychosocial strategies/ mental health issues related to injury.

PSY-6915 - Field Work I

Semester Credits: 3 **Weeks:** 12
In this internship placement you will gain applied experience in sport psychology consulting. The internship-placement aspect will require you to intern at a site working with athletes and applying knowledge and skills learned in the classroom. Under the supervision of a faculty member, you will be provided with weekly one-on-one meetings to discuss your experiences, challenges, and ethical issues. The supervision will provide you with a supportive environment for discussions exploring issues which pertain to the fieldwork experience.

PSY-6916 - Field Work II

Semester Credits: 3 **Weeks:** 12
In this internship placement you will gain applied experience in sport psychology consulting. The internship-placement aspect will require you to intern at a site working with athletes and applying knowledge and skills learned in the classroom. Under the supervision of a faculty member, you will be provided with weekly one-on-one meetings to discuss your experiences, challenges, and ethical issues. The supervision will provide you with a supportive environment for discussions exploring issues which pertain to the fieldwork experience.

PSY-6917 - Capstone in Sport Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Sport Psychology is an opportunity to incorporate your knowledge and understanding of educational concepts and processes that have been learned throughout the program. You will demonstrate a range of competencies, 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-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-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-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-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-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-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-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-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-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-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-7110 - Introduction to Quantitative and Qualitative Methods

Semester Credits: 3 **Weeks:** 12
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-7111 - Advanced Qualitative and Quantitative Analysis and Design

Semester Credits: 3 **Weeks:** 12
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-7112 - Research Design Planning

Semester Credits: 3 **Weeks:** 12
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-7113 - Recruitment, Selection, and Training

Semester Credits: 3 **Weeks:** 8
This course provides a focus on Personnel Psychology topics including recruitment, personnel selection, performance, and training. Specifically, you will review the fundamentals of job analysis and measurement which serve as the foundation of many human resource management systems. In addition, you will explore recruitment, personnel selection, and placement as well as the legal ramifications of these critical staffing decisions. Job performance models will be examined and you will apply criterion theory to understand performance measurement. Key concepts, tools and research related to career development and training will also be addressed in this course.

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-7117 - Advanced Statistics in IO Psychology

Semester Credits: 3 **Weeks:** 8
This course involves an examination of univariate, bivariate and multivariate statistical analyses commonly used for research in Industrial/Organizational Psychology. It will prepare you with the skills required to plan, conduct (using SPSS), report, and interpret advanced quantitative statistical analyses. Specific analyses include: correlation, regression (simple, multiple, polynomial, and logistic), analysis of variance (ANOVA) and covariance (ANCOVA), multivariate analysis of variance (MANOVA) and covariance (MANCOVA), discriminant analysis, factor analysis, linear modeling, and structural equation modeling.

PSY-7118 - Internship in I/O Psychology

Semester Credits: 3 **Weeks:** 8
This course provides you an opportunity to complete their doctoral degree by participating in an internship in Industrial/Organizational Psychology. Internship experiences are designed to guide you through specific standards-aligned experiences which will result in competency development that is demonstrated through application in practice. During the internship experience, you will meet regularly with an assigned NCU professor as well as an approved internship site supervisor to discuss the student's experiences applying I/O Psychology in an organizational setting. Weekly assignments include submission of required evaluations and preparation for a theoretically grounded signature assignment summarizing the internship experience.

PSY-7120 - Overview of the Psychological Concepts

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the multifaceted world of psychology, the scientific study of mind and behavior. This course will serve as a leveling course for those coming into our psychology programs without the needed background in psychology, or who have earned degrees in psychology many years ago. Through reading, research, and interaction with fellow students and faculty, you will be provided with opportunities to experience various psychology concepts and theories. You will also examine professional ethics.

PSY-7121 - Socio-Contextual Psychology of Gender

Semester Credits: 3 **Weeks:** 8
In this doctoral-level course, you will critically engage in materials designed to explore the diverse processes in which gender concepts are constructed using biological, psychological, and social lenses. You will explore gender, including transgender, cisgender, gender queer, gender non-binary, and gender-fluid. Along with exploring the many forms of gender, you will identify how gender can be experienced as performative rather than as an essential quality. Additionally, you will discuss implications for research and professional practice.

PSY-7122 - Family Processes and Social Context

Semester Credits: 3 **Weeks:** 8
The specific focus of the course is on the processes and dynamics of interaction within family relationships as they relate to concepts of gender identity, sexual orientation, and the intersection of larger social discourses. In this course, you will examine diverse family units (e.g., LGBTQ families, open-relationships), roles, rules, and conflict resolution in families, and an exploration of socio-contextual factors.

PSY-7123 - Key Theories and Concepts in Sexuality and Gender Studies

Semester Credits: 3 **Weeks:** 8
In this course you will explore the intellectual and social movements (such as Marxism, post-structuralism, critical race studies, queer studies, indigenous studies, and postcolonial and transnational studies) that have influenced the development of theories and concepts in gender studies as they relate to research and practice in psychology. You will engage critically in deepening understanding of how theories and epistemology influence the constraints and possibilities in the psychology of gender and sexuality. This is meant to be a theory introduction course to set the stage for the remaining courses in this specialization and engage your thinking in how these theories influence research, teaching, and advocacy.

PSY-7124 - Sexuality and Sexual Fluidity

Semester Credits: 3 **Weeks:** 8
This course will involve an exploration of human sexuality through a socio-contextual lens regarding the psychological and political influences on sexual identity development, sex, and sexuality. The focus of the course will be upon research and advocacy in relation to issues often arising from oppressive cultural discourses of sex and sexuality. You will address topics including sex, sexual orientations, sexual behaviors, intersexuality, and interpersonal challenges from family and the culture.

Using a social-constructionist frame, this class will acknowledge and deconstruct discourses that give rise to the oppressive effects of intolerance, homophobia, sexism, and assumptions of hetero-normativity.

PSY-7125 - LGBTQ Identity and Relationship Development through the Life Cycle

Semester Credits: 3 **Weeks:** 8
In this course you will build on the ideas of developmental psychology to further explore how developmental tasks (e.g., LGBTQ identity development, coming out, dating, love, relationships, marriage, parenting, career, aging) unfold and are affected by the developmental stages throughout lifespan and in the context of societal and institutionalized heteronormativity and homo/bi/trans-phobia. Additionally, the intersection of moral and religious/spiritual development will be explored in relation to LGBTQ lifespan development.

PSY-7126 - Special Topics: Research, Policy, & Advocacy from a Global Perspective

Semester Credits: 3 **Weeks:** 8
This course will look at the intersection of social, relational, and political dynamics that impact the policies related to LGBTQ individual and family lives from a global perspective. This will include the ways that organizational policies (e.g., APA) and laws across countries impact the psychology profession, research, practices and advocacy. Policies to be covered include adoption/surrogacy, second-parent rights, marriage, medical transitioning, homelessness/drug policy, divorce/relationship dissolution, HIV, researcher and advocacy bias, social media.

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-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-8107 - Program Evaluation and Monitoring in Psychology

Semester Credits: 3 **Weeks:** 8
This doctoral-level course focuses on the fundamentals of evaluating and monitoring human services programs. The purpose of this course is to familiarize you with the theory of program evaluation so you can conduct quantitative, qualitative, and mixed methods program evaluations. You will further develop your abilities to collaborate with stakeholders in developing evaluation plans that ensure evaluation processes meet the needs of multiple stakeholders. You will consider the various ethical implications of program evaluation and will identify ethical considerations in implementing an evaluation plan and reporting results.

PSY-8109 - Cognitive and Personality Assessment

Semester Credits: 3 **Weeks:** 8
This doctoral-level course presents an overview of the assessment of personality and cognition throughout the lifespan. The course will provide a conceptual base for psychological assessment, define cognition and personality according to current research, review commonly used assessment measures, and discuss the interpretation of findings. DSM-V is used for disorder

classifications. Considerations of diversity in assessment practices and ethical issues are highlighted. This course serves as a foundation for further study for individuals planning to assess personality and cognitive functioning.

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-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-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 addition, 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-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-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-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-8118 - Grant Writing in Psychology

Semester Credits: 3 **Weeks:** 8
This doctoral-level course will provide an overview of grant writing for dissertation and post-doctoral research on psychology-related topics. Basic grant writing skills such as researching, reading and responding to a Research Funding Proposal (RFP); as well as, developing the grant proposal inclusive of writing the rationale, purpose, problem statement, letters of support, budget and/or plan of work will be discussed. Assignments and projects will be available to engage and strengthen doctoral learners grant writing skills.

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-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-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-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-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-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-8130 - Multicultural Psychology

Semester Credits: 3 **Weeks:** 8
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-8133 - Addiction Assessment and Treatment Planning

Semester Credits: 3 **Weeks:** 8
This course provides an overview of addiction assessment and treatment planning. The goal of the course is to give you exposure to various screening tools used in the process of intake and treatment of addiction and develop skills related to treatment planning for addiction using the results of the assessments to inform decision making around treatment goals and interventions.

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-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-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-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-8142 - Psychology of Perception

Semester Credits: 3 **Weeks:** 8
This doctoral-level course will introduce the student to the research into the psychoneuroanatomy of human perception, including vision, audition, taction, 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-8144 - Group Therapy

Semester Credits: 3 **Weeks:** 8
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-8145 - Child and Adolescent Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will explore child and adolescent psychology including both normative development and psychopathology. Through reading, research, and interaction with fellow students and faculty, you will be provided with opportunities to experience concepts and theories of both healthy and unhealthy cognitive, emotional, and social development from childhood into adolescence. Prevention, intervention, and recovery from unhealthy experiences will be addressed. Professional ethics will also be examined.

PSY-8146 - Theories of Psychotherapy and Counseling

Semester Credits: 3 **Weeks:** 8
In this course, you will gain an understanding of the different theoretical approaches to counseling and psychotherapy, along with an understanding of how these psychological theories developed and unfolded historically throughout time. Additionally, you will consider some of the newer models and methods of practice, along with the concept of the scholar-practitioner model. After completing this class, you will be able to analyze and consider the different models of treatment, and make the best selection given the unique client needs. Throughout the course, you will apply and reflect on your learning, and begin to develop your own integral and personalized approach to treatment.

PSY-8147 - 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-8148 - Adult Psychopathology

Semester Credits: 3 **Weeks:** 8
This course addresses the way psychopathology is conceptualized as well as how adult psychopathology is diagnosed. You will make critical appraisal of current diagnostic systems and consider the cultural and social contexts of psychopathology and its clinical application.

PSY-8150 - Human Sexuality

Semester Credits: 3 **Weeks:** 8
You will be introduced to the history of sex and sexuality through the ages, including modern women, gay rights, and queer movements as well as sexual health. You will address key theories of gender, sex, and sexuality. You will also learn about sexual and reproductive attitudes, values, and behavior using developmental, social, and cultural lenses.

PSY-8151 - Lifespan Dynamics

Semester Credits: 3 **Weeks:** 8
The specific focus of the course is on the processes and dynamics of interaction within human relationships, particularly from a life course perspective. You will examine how these dynamics change over time and with special attention given to aging and long-term care in the field of psychology. You will also explore the stages of family life and diverse family types, as well as information about various family structures and roles. You will study conceptualizations of effective functioning in couples and families and address various factors that impact couple and family systems. In addition, you will learn about existing assessments, detection strategies, and interventions pertaining to partner and spousal abuse.

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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-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-8404 - Consulting in Business, Education, and Health

Semester Credits: 3 **Weeks:** 12
Consulting in schools, businesses, and mental health settings requires and 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-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-8407 - Industrial/Organizational Psychology

Minimum Credits: 3 **Semester Credits:** 8
The course provides an overview of Industrial/Organizational Psychology (I/O), which involves application of the specific method to investigate issues of critical relevance to individuals, business, and society. Key concepts, tools, and research related to I/O psychology will be addressed in this course. Specifically, you will review the historical foundation of the field as well as explore topics of significance to industrial psychology (e.g., personnel selection, training and development, performance) and organizational psychology (e.g., employee motivation and attitudes, leadership, organizational development, and psychological health and well-being).

PSY-8408 - Leadership and Management

Semester Credits: 3 **Weeks:** 8
In this course, you will gain an appreciation of leadership and how it differs from management. You will approach these topics through a review of literature. Self-assessment on key leadership scales will help you to understand your own profile as leaders, as well as gain additional insight in the characteristics of leaders.

PSY-8409 - Work Motivation and Attitudes

Semester Credits: 3 **Weeks:** 8
This course focuses on contemporary theories and research surrounding job attitudes and motivation in the workplace. You will explore the methods used to measure job attitudes and motivation. You will also examine strategies for increasing motivation and improving job attitudes. In addition, important issues such as generational diversity, affectivity, occupational stress, and organizational withdrawal will be addressed.

PSY-8410 - Organizational Development

Semester Credits: 3 **Weeks:** 8
In this course you receive 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-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-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-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-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-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-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-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-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-8603 - Advanced Clinical Supervision: Leadership

Semester Credits: 3 **Weeks:** 12
Prerequisites: PSY-8606

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-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-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-8606 - Clinical Supervision

Semester Credits: 3 **Weeks:** 8
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.

Public Administration

PUB-5000 - Introduction to Public Administration

Semester Credits: 3 **Weeks:** 8
You will be broadly introduced to the field of public administration. You 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 organizations and programs function.

PUB-5002 - Government and the Public Interest

Semester Credits: 3 **Weeks:** 8
You will be introduced to the role and challenges of the administration of public organizations within a complex and pluralist environment. You will examine the duties and obligations of a discursive democracy and explore the ways that communication tools and methods are used to integrate the views and concerns of external groups on decision making related to social issues. The course offers you the opportunity to explore legislative advocacy, lobbying, and understand how special interest groups, political interest groups, and external stakeholders influence and shape public policy.

PUB-5004 - Public Sector Human Resources Management

Semester Credits: 3 **Weeks:** 8
Public sector organizations are guided by somewhat different expectations and laws regarding employee engagement and performance. In this course, you will explore human resource management tools and approaches within the context of public organizations and government, the historical context of public personnel administration, and employment law standards and

requirements unique to public sector organizations in order to assess the legal impact of human resource policies and law on employee performance management.

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. During this course, you will become acquainted 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-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, you are provided the opportunity to examine the principles and methods for implementing an effective Total Quality Management system in a governmental environment. You will explore a variety of planning methods to design, manage, and sustain such a system. By differentiating between strategic planning and operational planning, you will define a vision of quality improvement and ensure those efforts are appropriate and stay on track.

PUB-5012 - Public Policy Process

Semester Credits: 3 **Weeks:** 8
The policy process is the manner by which public policy is formed, implemented, executed, and evaluated. It is a cyclical, never-ending process with multiple steps and evaluation points. During this course, you will learn the stages of the policy process, beginning with problem identification and agenda setting, and work through the process to the evaluation and sunsetting of public policies and programs.

PUB-5018 - Survey of Research Methods

Semester Credits: 3 **Weeks:** 8
This course prepares you with the skills for applied research in public agencies and nonprofit organizations. You will be introduced to quantitative and qualitative research methods commonly employed in public administration including survey methods, case study research, descriptive research, and inferential data analysis.

PUB-5020 - Organizational Behavior and Theory

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how organizational change and culture influence public organizations, groups within these organizations, and the individuals that comprise these groups. Within this context, you will consider how laws and regulations impact organizational behavior and the role of the environment on organizational relationships.

PUB-6010 - Capstone Seminar

Semester Credits: 3 **Weeks:** 8
This course provides a structure for you to engage in a capstone experience where you apply knowledge from your coursework to a contemporary issue in public administration or non-profit organizations. During this capstone, you will create a written product that demonstrates the professional knowledge you have developed throughout the program. Your product may be used to secure or enhance your professional employment in public administration fields.

PUB-7000 - Public Administration

Semester Credits: 3 **Weeks:** 8
In this course, you will explain issues and challenges in managing resources in public organizations while analyzing concepts and theories that are relevant to the practice of public organizations, including government agencies and non-profit or non-governmental organizations. You will also explore the values that guide the practice of public administration. Finally, you will assess the challenges of ethical conduct and behavior as a public administrator working in a dynamic and changing environment.

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-7005 - Public Budgeting and Finance

Semester Credits: 3 **Weeks:** 8
Prerequisites: Fundamental requirement in General Management

In this course you will explore budget formulation, implementation, and execution within the context of public organizations and nonprofit or non-governmental entities. By the end of this course, you will be able to explain the craft of public budgeting, assess the tools used in the budgeting process, and depict the budget process for various levels of government. Finally, you will learn to evaluate capital public budgeting and asset management within the context of the public sector.

PUB-7008 - Principles of Organization and Management

Semester Credits: 3 **Weeks:** 8
The management of public sector organizations presents unique challenges to public administrators due to the nature of work done in the public good. In this course, you will learn to navigate the unique attributes of public organizations and the people who work within them. You will critique the principles and techniques of management and organizational behavior, assess the challenges of supervising public employees, and learn the levels of organizational planning in public organizations.

PUB-7017 - Public Personnel Administration

Semester Credits: 3 **Weeks:** 8
People who choose to work for the public good are often motivated by different incentives than employees in private organizations. There are specific challenges you will learn to navigate throughout this course including the assessment of external environmental changes related to politics and policy that influence public personnel administration. Additionally, you will learn to evaluate the legal and policy framework associated with public personnel management and to critique the practices and trends unique to public sector personnel administration. Finally, you will learn the various management strategies that enhance human capital in the public sector.

PUB-7019 - Public Policy Administration

Semester Credits: 3 **Weeks:** 8
The practice of public administration operates as part of the administration-policy dichotomy. In this course, you will develop the skills needed to explain models of public policy analysis and assess how different participants and stakeholders in the policy process impact decision-making. You will also explore and learn to evaluate how court decisions shape public policy. Finally, you will examine how the media influences public policy decisions that inform the work of public administrators.

PUB-7020 - Public Management Theory

Semester Credits: 3 **Weeks:** 8
The management of public sector organizations introduces unique challenges to leaders. In this course, you will learn to categorize management concepts and theories as they relate to public organizations and assess the applications of theory that contribute to efficiency improvements in public organizations. You will learn to develop management models designed to address public sector issues. Finally, you will formulate positions on public policy that represent rational and independent thinking in order to contribute to the success of public agencies and nonprofit organizations.

PUB-7021 - Strategic Management in the Public Sector

Semester Credits: 3 **Weeks:** 8
Success in the public sector requires deliberation and planning in order to support leadership roles and stewards of the public trust. In this course, you will learn and apply those skills that will help you devise plans that strengthen operations in public sector organizations. You will also learn to apply strategic management techniques and skills to public organization operations that are guided by applied and theoretical knowledge. Finally, you will incorporate strategic planning as an integral component of performance development for government and other public organizations.

PUB-7022 - Executive Leadership in Public Administration

Semester Credits: 3 **Weeks:** 8
In this course you will gain executive, high-level skill in differentiating leadership from management in government and other public organizations. You will explore the theories and strategies related to leadership in the public sector and develop methods for creating a vison for public sector organizations that contributes to mission-fulfillment.

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.

Reading Education

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.

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-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-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-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-5005 - Assessment of Reading and Writing Proficiency for PK12

Semester Credits: 3 **Weeks:** 8
In this course, you will learn to use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. You will practice interpreting measures of performance across different sizes of groups and how data inform the development of interventions. Your analysis of instructional strategies and materials will include an exploration of local, state, national, and international trends as well as principles of diversity, equity, and inclusion.

Special Education

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.

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-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-5003 - Instructing Students with Emotional and/or Behavioral Disorders

Semester Credits: 3 **Weeks:** 8
In this course, you will consider the needs of PK-12 students with emotional and/or behavioral disorders. While every student is unique, there are common characteristics and learning challenges you will use to examine instructional strategies, approaches to classroom management, and implementation of accommodations such as IEPs, BIPs, and Section 504 plans that support learning among diverse students with emotional and/or behavioral disorders. By the end of this course, you will have compiled effective instructional practices applicable to inclusive and separated settings for diverse students with emotional and/or behavioral disorders.

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-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-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-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-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-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-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-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-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-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.

Social Emotional Learning

SEL-5100 - Fundamentals of Social Emotional Learning

Semester Credits: 3 **Weeks:** 8
You will explore the concepts and benefits of social emotional learning (SEL), particularly around their relevance to equity, diversity, and inclusion. Throughout this exploration, you will examine established competencies and models for SEL and compare those with standards in your area. You will also consider broadly what data you might need to support SEL program implementation and subsequent assessment of individual students and the program as a whole.

SEL-5200 - Instructional Strategies for Social Emotional Learning

Semester Credits: 3 **Weeks:** 8
In this course, you will examine instructional strategies across different curricula and models for social emotional learning (SEL). Part of your examination will include consideration for the principles of equity, diversity, and inclusion as well as curricular adaptation and student accommodation. You will identify data needs that support SEL implementation and assessment of proficiency on SEL-related competencies at the individual student and classroom cohort levels.

SEL-5300 - Emotionally Intelligent Classroom Management and Discipline

Semester Credits: 3 **Weeks:** 8
This course begins with a review of emotional intelligence and its role in social emotional learning (SEL). You will then investigate how you can apply SEL competencies to the organization and management of the classroom, including discipline. You will examine how to collect and use data that may reflect the extent to which the implementation of SEL supports equity, diversity, and inclusion in classroom organization, management, and discipline.

SEL-5400 - From Classrooms to Caregivers and Communities

Semester Credits: 3 **Weeks:** 8
What happens in the classroom influences and is influenced by students' experiences outside of the classroom. In this course, you will explore those relationships among the classroom, students' caregivers, and the communities in which they reside. These caregivers and communities include intermediary spaces such as extracurricular and co-curricular activities and after-school programs. You will examine strategies for involving caregivers and the broader community in social emotional learning (SEL) initiatives, including how existing models and curricula address SEL outside of the classroom. As part of your examination, you will consider sensitivities related to data collection and distribution to diverse audiences.

SEL-7100 - Foundations of Social Emotional Learning

Semester Credits: 3 **Weeks:** 8
Your examination of the fundamentals of social emotional learning (SEL) will begin with theoretical support for the foundational concepts and how existing models and curricula reflect those theories, including the principles of equity, diversity, and inclusion. You will also explore essential questions around the relevance of SEL to all stages of human growth and development and the role of SEL within or external to the core curriculum. You will identify general data needs suggested by these essential questions.

SEL-7200 - Implementing SEL in the Modern Classroom

Semester Credits: 3 **Weeks:** 8
This course offers the opportunity for you to examine what social emotional learning (SEL) looks like in the modern classroom. Your examination will include ways to collaborate within professional learning communities around specific models and curricula, classroom organization and management, discipline, and technology that support SEL within and beyond the classroom. Throughout the course, you will consider what data are needed for implementation and student assessment and how those data can be collected, analyzed, and applied at multiple levels of aggregation.

SEL-7300 - Integrating SEL into School Culture and Climate

Semester Credits: 3 **Weeks:** 8
Social emotional learning (SEL) is for everyone, including adults, and should be more than an isolated activity that happens within individual classrooms. A true SEL learning environment permeates the entire school, including its culture and climate, and reflects the principles of equity, diversity, and inclusion. In this course, you will explore the distinctions between culture and climate and the role that SEL plays in each. You will investigate your potential roles in integrating established SEL into school culture and climate and consider what data you need to assess SEL in the culture and climate.

SEL-7400 - Incorporating SEL with Policy Development and Implementation

Semester Credits: 3 **Weeks:** 8
In this course, you will examine strategies to integrate social emotional learning (SEL) in the processes of policy development and implementation in addition to the policies themselves. Such policies and processes could exist at multiple levels, including school, local education agency, region, state, or nation. As you examine alignment with established models for SEL, you will also investigate how policies, their development, and their implementation benefit from the application of data analyses and reflect the principles of equity, diversity, and inclusion.

SEL-7500 - Involving Caregivers and Communities

Semester Credits: 3 **Weeks:** 8
Opportunities for social emotional learning (SEL) exist throughout the human lifespan. While other courses have considered the roles of caregivers and communities, this course focuses on these roles and how SEL initiatives should reflect the principles of equity, diversity, and inclusion across environments. You will examine available models and specific strategies for extending SEL beyond the classroom, explore community benefits from SEL, and consider partnerships that could support SEL efforts. You will also investigate the types of data you would need to assess SEL initiatives beyond the classroom.

SEL-7600 - Comprehensive Planning for SEL Initiatives

Semester Credits: 3 **Weeks:** 8
This course supports your efforts to propose or support social emotional learning (SEL) initiatives. You will synthesize your work in the previous courses for the purpose of planning, implementing, and assessing social emotional learning at the school level or beyond. In this course, you will develop comprehensive proposals and plans for implementing and assessing SEL initiatives based on needs analyses, organizational climate and culture, and other relevant factors. By the end of the course, you will be ready to propose new SEL initiatives or revise existing SEL initiatives.

Social Work

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.

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-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-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-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-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-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-6007 - Research Methods in Social Work

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-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-6009 - Generalist Practicum I

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-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-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-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-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-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-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-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-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-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-6903 - Capstone

Semester Credits: 3 **Weeks:** 8
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.

Sports Management

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 and management related to regulatory compliance, budgeting, scholarships, fundraising, and relationships with the broader university. 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.

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-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-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-5012 - Issues in Athletic Administration

Semester Credits: 3 **Weeks:** 8
In this course, you will explore theoretical perspectives on athletic administration and the role of sport in local communities and the broader society. You will examine challenges faced by athletic administrators, and how different media have portrayed those challenges. Such challenges include identifying and managing risks specific to athletic administration and evaluating the principles of equity, diversity, and inclusion within sport.

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-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-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-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-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-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-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.

Strategic Knowledge Studies

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.

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-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.

Technology & Innovation Management

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.

TIM-5010 - Computer Networks & Mobile Computing

Semester Credits: 3 **Weeks:** 8
Mobile devices and wireless networking have become essential to daily human communication. This course provides an overview of the technologies, concepts, software, and hardware involved in connecting mobile devices all over the world. During this course, you will explore internet concepts and emerging mobile technologies, compare network capabilities, and use networking diagnostics tools. You will end the course by developing a mobile networking solution for a large organization.

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-5030 - Managing Risk, Security, & Privacy in Information Systems

Semester Credits: 3 **Weeks:** 8
Data is a valuable asset managed electronically these days. As more applications are migrated to the cloud and mobile environments, risks, threats, and vulnerabilities are on the rise. As more privacy, data integrity, and security concerns arise, there is a need to protect data from tampering, theft, or unauthorized manipulation. Protection mechanisms, practices, and procedures must be implemented and managed in operations and information systems and applications. In this course, you will learn strategies to assess, identify, measure, mitigate, and manage technology and operational risks to ensure secure and optimal performance of technology solutions.

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-6101 - Principles of Computer Science

Semester Credits: 3 **Weeks:** 8
This course introduces the key principles and concepts of computer science to students. Topics covered during this course include the history of computers and network evolution, computer programming design and planning concepts, data management techniques, programming languages, and algorithm design and analysis. During this course, you will design algorithms and data structures to be coded using highlevel programming languages. You will also explore modular programs, programs using arrays and collections, and ethical issues related to computer science and technology.

TIM-6110 - Programming Languages & Algorithms

Semester Credits: 3 **Weeks:** 8
This course is an introduction to the basic syntax and semantics of programming languages. In this course you will study the practical and theoretical principles behind language development and use of different programming languages in addressing programming problems. You will also study use programming languages to understand the complexity of algorithms while working with the implementation of some common programming problems.

TIM-6120 - Distributed Systems

Semester Credits: 3 **Weeks:** 8
Distributed computing involves the coordinated efforts of multiple devices to perform computing tasks via diverse network connection protocols. By integrating these sets of systems with different configurations to interact as a single platform is what ultimately makes systems not only operational but also really support the enterprise operations. In this course, you will study the foundations, architecture, and protocols of systems programming and apply these tools to integrate diverse platforms to conform an operational distributed system.

TIM-6130 - Data Mining

Semester Credits: 3 **Weeks:** 8
Data mining is the extraction of meaningful and nonobvious information from structured and unstructured data. In this course, you will learn common techniques and algorithms used in data mining. Students will have an opportunity to identify ways to

apply the techniques to realworld events. Students will recommend ways to improve data mining techniques and apply data mining techniques to create valid and reliable data

TIM-6140 - Software Engineering

Semester Credits: 3 **Weeks:** 8
Information Technology changes continually. This evolution must be reflected in the design and development of software applications to keep them up to date and free of defects. This project-driven course explores the principles and processes for the development of software solutions with an intense focus on the delivery of software quality. During this course, you will examine a business or operational problem to determine the functional and nonfunctional software requirements. You will then work through a software development life cycle from design to deployment to deliver a quality tested software solution that satisfies the business need.

TIM-6210 - Quality Management

Semester Credits: 3 **Weeks:** 8
The effective implementation of quality management practices for process improvement is necessary for organizations to be successful. During this course, you will explore systematic approaches to Total Quality Management to improve organizational performance and meet management and customer expectations. You will study quality assessment models and Lean Six Sigma tools, such as business process modeling and business process reengineering, to eliminate waste, increase performance, and meet standard requirements. You will also develop and present a quality management plan.

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-6301 - Principles of Cybersecurity

Semester Credits: 3 **Weeks:** 8
This course will introduce you to the concepts of security and cybersecurity, including the tools used in securing computer networks and data systems. You will examine published best practices and their application to a variety of scenarios. The course extends into concepts and an initial consideration of new research in the cybersecurity field. The solution options are mediated by social and ethical influences while motivating resources based on value defense within the remaining viable mitigation options. You will study the need to protect organizations from future threats and not limiting actions to recovery from historic losses and legal compliance.

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-6320 - Contingency Planning & Disaster Recovery

Semester Credits: 3 **Weeks:** 8
The escalating increase in malicious computer attacks, natural disasters, and human error demonstrate the weaknesses in most

information systems and cloud environments. There is great demand for information security practitioners to develop contingency planning and incident response skills that are required in the planning process for incident response, disaster recovery, and business continuity planning in a professional setting. In this course you will be able to demonstrate basic principles of data and disaster recovery, contingency and maintenance planning skills needed to manage issues associated with rapid response to incidents, events and attacks, to develop effective disaster prevention and recovery plans.

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-6410 - Cloud Computing

Semester Credits: 3 **Weeks:** 8
Cloud computing has transformed the way industry does business, government offers services, and academia moves to online learning. In this interconnected world, the office has gone mobile and data is managed over the cloud by services like software as a service, data as a service and security as a service. In this course, you will study how to implement and use application program interfaces and services that are structured to support application management over the internet. You will study strategies for managing and securing data handled over remote connections.

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-6430 - Systems Analysis & Design

Semester Credits: 3 **Weeks:** 8
This course introduces the systematic process of software development life. You will explore different software methodologies and best practices to ensure the high quality of the applications in the competitive environment. This project-driven course introduces you to the essential practices and tools required for systems analysis and design. You also will practice using various software tools and resources to create designs and deliverables for simulated real-world projects. Ethical issue and security concerns in information systems design and implementation will be discussed.

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-6510 - Data Visualization

Semester Credits: 3 **Weeks:** 8
Building accurate and effective graphical representations of data is a critical element to reporting data. Data scientists must be able to design and create charts and graphs using the appropriate formats and based on the principles of composition. This course will provide you with the skills and knowledge necessary to represent one or more data sources in the appropriate format and design. The course includes advanced chart types and infographics.

TIM-6520 - Inferential Statistics and Predictive Analysis

Semester Credits: 3 **Weeks:** 8
Inferential statistics is a primary area of critical inquiry for data scientists. Inferential models may be used to examine the relationship between two or more variables and the effects they have on one another. Specific inferential models may also be used to test hypotheses and predict future trends and patterns. In this course, you will learn the models, processes, and techniques necessary to conduct inferential analysis. You will also learn to interpret the output from these examinations.

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. You will analyze data sets, determine ways in which data can be used for decision making, and describe methods of analysis using enterprise systems. You will also evaluate the collection and analysis of big data from legal and ethical perspectives.

TIM-6591 - Strategic Management of Data, Information and Knowledge for Data Science

Semester Credits: 3 **Weeks:** 8
Domain knowledge, data, data management infrastructures, and data analysis tools are critical assets for any organization, as is the strategic management and preservation of organizational learning libraries and data. During this capstone course, you will demonstrate the knowledge and skills you gained throughout the Master of Science in Data Science program by establishing a data management and data science implementation plan that integrates industry standards and innovative technology. You will also create and present a quantitative research design plan to address different business needs in diverse and globally reaching organizations.

TIM-6601 - IT Project Management

Semester Credits: 3 **Weeks:** 8
This course provides an overview of the principles, guidance, and technologies for the practice of information technology project management. Emphasis is given to primary processes, deliverables, and knowledge groups involved in project management. You will practice project management specifically as it relates to managing and developing new technologies and ideas by applying tools and technologies in demand and use by the industries. The course is aligned to professional and international recognized standards.

TIM-6610 - Leadership in Project Management

Semester Credits: 3 **Weeks:** 8
Project managers must be able to create project plans that ensure the effective management of resources and communications. This course provides an examination of theories applied to leadership, resource, communications, procurement, and stakeholder management as they relate to information technology project management. During this course, you will examine project management theories and explore the differences between project management theory and reality as applied to different organizational cultures and dynamics. You will also explore conflict resolution strategies and develop a project communications plan.

TIM-6620 - Project Management Systems & Technology

Semester Credits: 3 **Weeks:** 8
Project management consists of a set of tools and techniques used to conduct a set of tasks and manage inputs to produce outputs or deliverables in a timely fashion. These days, project managers and teams have a wide range of tools available to facilitate interaction and complete project milestones within time and budget. In this course you will study the project tools, methodologies, and techniques that can aid the project manager in ensuring the project's success.

TIM-6630 - Managing Risk in Project Management

Semester Credits: 3 **Weeks:** 8
All technology projects, investments, and enterprise endeavors involve risk, thus a sound risk reduction strategy must be established and implemented. Risk management plans allow project managers to quickly respond to threats that surface during project execution. During this course, you will study the concepts and processes associated with risk assessment, management, and assurance. You will also examine risk management tools, such as the risk register and risk matrix, and develop a risk management plan, which is part of the project plan.

TIM-6640 - Program & Portfolio Management

Semester Credits: 3 **Weeks:** 8
Portfolio and program managers must be proficient in simultaneously managing multiple projects and leveraging resources. This course covers various techniques for the management of project portfolios and programs involving diverse technical cross-functional teams. During this course, you will explore the challenges and risks associated with managing multiple projects, analyze different ways to successfully allocate resources across multiple projects, analyze the value and alignment of projects with strategic goals, and design a project management office (PMO) to add value to an organization.

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-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-7020 - Databases & Business Intelligence

Semester Credits: 3 **Weeks:** 8
Data drives the world we live in. From selfdriving cars to the top apps in the store, all is impacted by data and information. Knowing how to use and store this information is a vital concept for essentially every industry. This course is an advanced examination of concepts and research trends in databases and business intelligence. The student will be exposed to concepts related to these topics from both industry, and leading research venues. Some of these explored topics include business intelligence, solving business problems using data, understanding gaps between theory and practice, future trends in database technology, and creating a research proposal.

TIM-7030 - Managing Risk, Security, & Privacy in Information Systems

Semester Credits: 3 **Weeks:** 8
With more application systems and data processed and managed in mobile, cloud, and virtual environments, privacy and security issues are on the rise. Privacy and integrity issues are also a growing threat to the normal and secure state of internal operations. Record tampering, accidental, or intentional exposure are among the internal risks every enterprise faces. During this course, you will learn how to assess, mitigate, and manage risks, threats, and vulnerabilities. You will also study theories and techniques to effectively design protection mechanisms, practices, and procedures to implement and manage operations and information systems and applications.

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 emerging technology in business organizations. During this course, you will research the legal, technical, and managerial considerations needed to design an information technology governance structure. You will also formulate policies and strategies to manage the information technology landscape and implement realistic and effective plans to support corporate technology goals.

TIM-7101 - Statistics with Technology Applications

Semester Credits: 3 **Weeks:** 8

This course serves as an extensive exploration of statistics for the technology leader. Included in the course, is an advanced examination of statistical analyses commonly used for information systems and technology research. During this course, you will use different statistical tools to enhance your advanced analytical skills. These statistical analysis skills are required to plan, conduct, and interpret quantitative data to inform enterprise decisions. You will also learn to illustrate and produce technical output reports.

TIM-7200 - Scholarly Communication for Technology Leaders

Semester Credits: 3 **Weeks:** 12
Technical leaders must be able to effectively communicate with diverse audiences, including the scientific and academic communities. This core course will help develop your academic writing skills in order to master the writing assignments in this PhD program and prepare for a successful dissertation sequence. During this course, you will review APA style guidelines and develop the skills needed to compile a technical literature review. You will also learn to identify and document research opportunities.

TIM-7211 - Introduction to Research Design & Methodology for Technology Leaders

Semester Credits: 3 **Weeks:** 8
This course provides a survey of the different methods used to conduct technology-based research. During this course, you will learn about the research principles and methodologies that guide scientific inquiry in order to develop an understanding of the effects of research on individuals and organizations. Specifically, you will study the scientific research lifecycle, data collection methods, and research design methodology. You will finish the course by selecting a research design methodology to support your research interests through the remainder of your program.

TIM-7220 - Quantitative Research Design & Methodology for Technology Leaders

Semester Credits: 3 **Weeks:** 12
The results of quantitative research are frequently used to support informed management decisions. This course provides technology leaders with the skills needed to design quantitative research studies, analyze collected data, interpret, and report data analysis results. During this course, you will explore and apply different types of quantitative research methods and statistical techniques to an information technology-based study. You will also explore theoretical constructs, and study ways to create aligned, ethical, and substantive research models.

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-7230 - Qualitative Research Design & Methodology for Technology Leaders

Semester Credits: 3 **Weeks:** 12
The results of qualitative research are frequently used to support informed management decisions. This course provides an in-depth introduction to qualitative methods for studying human behavior, including grounded theory, narrative analysis, ethnography, mixed methods, and case studies. During this course, you will apply qualitative research methods to an information technology-based study. You will also deepen your research knowledge and skills by conducting interviews, collecting and coding data, producing ethical data conclusions, and creating objective research reports.

TIM-7235 - Directed Qualitative Research

Semester Credits: 3 **Weeks:** 8
Technical qualitative research focuses on the experience and opinions of participants. A qualitative approach to research of a technical nature integrates theoretical, conceptual, and constructs with common practices and experience to gain an understanding of performance or to create new insights and ideas. During this course, you will work through the scientific research process and apply your knowledge of qualitative research design to develop a technical research proposal in which you can use to support your research interests through the remainder of your program.

TIM-7240 - Constructive Research Design & Methodology for Technology Leaders

Semester Credits: 3 **Weeks:** 12
Many processes and applications are currently being migrated to the cloud. This requires stronger software engineering models and algorithm design processes to secure data and applications. This 12-week advanced course in research provides a detailed study of the methods and measurements used to design and test research artifacts in computing, engineering, and science. During this course, you will research and apply tools and artifacts to develop sound software solutions, frameworks, and models. You will also research and suggest enhancements to the research methods and standards used specifically for software testing and algorithm development.

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-8101 - Principles of Computer Science

Semester Credits: 3 **Weeks:** 8
In this course, students will study how computer science concepts and theories can be applied and used to solve realworld problems. Students will also be introduced to research in computer science and become acquainted with venues for sharing knowledge in the field.

TIM-8110 - Programming Languages & Algorithms

Semester Credits: 3 **Weeks:** 8
New programming languages and algorithms are being proposed every day to solve problems faster, use less storage, and make programmers' and researchers' jobs more efficient. 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. During this course, you will evaluate the practical and theoretical principles behind language development and the use of different programming languages to address programming problems. You will also examine algorithms for solving common computational problems.

TIM-8120 - Distributed Systems

Semester Credits: 3 **Weeks:** 8
Distributed computing is becoming more commonplace as cloud and mobile technologies, superspeed wired and wireless

connection interactions continue to evolve. In this course you will focus on strategies to coordinate information technology efforts over vast distances. You will study the emerging trends, tools and technologies that allow systems working from different geographic locations, platforms or configurations to integrate and work as a single system. You will apply these strategies and techniques to effectively manage a distributed computing platform.

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 nonobvious information from structured and unstructured data.

TIM-8140 - Software Engineering

Semester Credits: 3 **Weeks:** 8
Business processes change continually and require new technology solutions to improve production. Improved technology solutions can speed up processes, increase service delivery speed, and reduce the number of defects. This project-driven technical research course explores the principles and processes needed for the efficient development of software solutions with a focus on software quality design and development. During this course, you will research and suggest models and frameworks to improve software development processes based on different business problems and needs.

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 common in the marketplace. During this course, you will evaluate the impact of artificial intelligence on performance and enterprise resources. You will also expand your ability to improve an artificial intelligence application to address varied user specifications. Finally, you will be able to produce a complete artificial intelligence project plan that will integrate with current and proposed IT solutions for process improvement.

TIM-8210 - Quality Management

Semester Credits: 3 **Weeks:** 8
This advanced course in quality management provides IT professionals and researchers with the skills to evaluate the impact of quality management principles on organizations. During this course, you will evaluate current processes and applications, suggest measures and provisions for improvement, and propose enhancements to current enterprise quality management models. You will also devise methods to support team integration, positive communication techniques, and dynamic learning approaches for strong collaboration and organizational sustainment.

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-8301 - Principles of Cybersecurity

Semester Credits: 3 **Weeks:** 8
This course is an overview of security principles and practices to support executive security professionals in protecting their information systems and computer networks from cyberattacks. In this course, you will study advanced and emerging topics in technology, its security features and control structures, security management and leadership, as well as techniques that are relevant to organizations that focus on technology and innovation.

TIM-8310 - Cyber Forensics

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to the field of advanced cyber forensics. You will review various tools, techniques, and steps needed for a successful forensic investigation. In addition, you 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-8320 - Contingency Planning & Disaster Recovery

Semester Credits: 3 **Weeks:** 8
Cybersecurity and network administration have evolved significantly, experiencing a growing number of malicious computer attacks, natural disasters, and human error with a direct impact or disruption of operations. In this course you will develop the knowledge and skills needed to develop effective disaster prevention and recovery plans for incident response, disaster recovery and business continuity efforts. You will be able to demonstrate an understanding of the principles of disaster recovery planning for physical security consideration, host applications, and network security measures needed to manage issues associated with rapid response to incidents, natural or operational events, disasters and network perimeter attacks.

TIM-8330 - Advanced Risk Management

Semester Credits: 3 **Weeks:** 8
This advanced course in risk management and information assurance focuses on the specific issues affecting cybersecurity in the defense of the organization and audit requirements. As part of the cybersecurity specialization, this course will deepen your knowledge and skills for perimeter and resource protection strategies. During this course, you will evaluate the importance of risk management as part of the cybersecurity program. You will also explore theories and practices concerning risk management, assess the adaptability of defenses, and compose a risk strategy to optimize information assurance, audit, and compliance in an organization.

TIM-8340 - Secure Software Development

Semester Credits: 3 **Weeks:** 8
Knowledge of security principles and practices in software engineering is vital to provide quality software solutions. This course is an application-based examination of software engineering for the security professional. During this course, you will explore the foundations that support secure software development and analyze different secure software design and development practices. You will also select and defend a secure software architecture and technology approach and then design a secure software deployment and maintenance solution strategy.

TIM-8350 - Critical Infrastructure Protection, Information Digital Cyber Warfare, and Cyber Terrorism

Semester Credits: 3 **Weeks:** 8
Global integration and broad alliances between criminal elements and nation states lead to rapidly changing and significant threats to all nations, organizations, and citizens. During this course, you will study current organizational and governmental threats and potential technologies. You will also learn to recognize the risks derived from the deep dark web and cyber criminals, review anticipated changes in technology and threat actors, and map viable strategies to defend critical infrastructures and the citizens of the nation.

TIM-8410 - Cloud Computing

Semester Credits: 3 **Weeks:** 8
Cloud computing has transformed the way industry does business, government offers services, and academia moves to online learning. In this interconnected world, the office has gone mobile and data is managed over the cloud by services like software as

a service, data as a service, and security as a service. During this course, you will study how to implement and use application program interfaces and services that are structured to support application management over the internet. You will plan strategies for managing and securing data handled over remote connections.

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-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 nontechnical 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-8440 - Knowledge Management

Semester Credits: 3 **Weeks:** 8
This course provides an advanced study of theories and concepts about knowledge management systems (KMS) and trends to evaluate the gaps between theory and practice in knowledge management. Additionally, the course will provide an overview of a comprehensive and methodological approach to support managers in their implementations of KMS. You will also gain the concepts related to capturing, storing, managing, recalling, and reusing organizational knowledge. This course also includes the process to measure results and enable managers to improve their KMS implementations and identify key future issues.

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-8510 - Data Visualization

Semester Credits: 3 **Weeks:** 8
Evaluating the accuracy and effectiveness of graphical representations of data is a critical skill required of experienced data scientists. This advanced course in data visualization will help you identify the appropriate questions required to evaluate the validity of the insights provided by others and develop the skills needed to influence other decision makers. During this course, you will synthesize research on the best practices associated with communicating through data visualization. You will also study techniques and processes you can use to dynamically communicate your interpretations of effective graphic interactive representations of data.

TIM-8520 - Inferential Statistics and Predictive Analytics

Semester Credits: 3 **Weeks:** 8
Inferential statistics and predictive analytics are the principal activities associated with the data science function. As such, understanding and applying these concepts is a requirement for a data science role in the industry. Inferential models may be used to examine relationships among variables and forecast outcomes and events. During this course, you will evaluate the models,

processes, and techniques necessary to conduct and apply inferential and predictive analytics. You will also learn to interpret and communicate the findings from these analyses.

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-8601 - IT Project Management

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of the processes, deliverables, and knowledge areas of project management. In this course, you will research project management concepts, tools, and techniques as proposed by standards and methodologies. You will investigate strategies for balancing scope, schedule, and budget in project management. You will explore effective management of resources by assuring quality and controlling risks. You will also explore tools, methods, and trends to respond to industry demands, needs and expectations.

TIM-8610 - Leadership in Project Management

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of leadership, human capital management, and technical resources as they relate to information technology program and project management. In this course, you will examine models for managing programs and projects aligned with organizational dynamics, culture, governance and environment as part of the program and project lifecycle. You will develop the skills and knowledge needed to effectively manage the portfolio of programs and projects aligned with the organization's capital investments and strategic goals for process and operations improvement.

TIM-8620 - Project Management Systems & Technology

Semester Credits: 3 **Weeks:** 8
Effective project management requires a precise allocation of resources to complete tasks and deliverables within time and schedule while guaranteeing quality results. Various tools and techniques exist to schedule tasks, manage, and control budget, to produce outputs or deliverables in a timely fashion. In this course, you will research project tools, methods, and techniques available to aid the project manager during project execution and monitoring to ensure project success.

TIM-8630 - Managing Risk in Project Management

Semester Credits: 3 **Weeks:** 8
Risk plays a central role in projects, big investments, and other enterprise endeavors. A sound risk management process integrated with enterprise risk management improves the probability for project success. Constantly assessing potential issues with risk management provides an opportunity to implement controls and provisions to minimize negative impacts on project execution. During this course, you will explore the constructs of project risk management standards applied to information technology projects and methodologies, from traditional to agile and hybrid. By the end of the course, you will be able to improve risk management approaches for quality and effectiveness.

TIM-8640 - Program & Portfolio Management

Semester Credits: 3 **Weeks:** 8
Portfolio and program managers must be proficient at simultaneously managing multiple projects and optimizing resources. This course presents proven methods for leading and managing a portfolio of projects in a cross-section of industries. During this course, you will analyze the methods and techniques successful organizations use to setup and manage portfolios and programs.

You will also study resource allocation and the challenges, opportunities, and risks associated with managing multiple projects. Finally, you will create a portfolio and program framework for the project management office (PMO).