



JANUARY 2013 CATALOG

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This Catalog is neither a contract nor an offer of a contract. 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. Announcements contained in published materials such as this Catalog are subject to change without notice and may not be regarded as binding obligations for the institution. 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.

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1 - INTRODUCTION

DISTANCE LEARNING AT NORTHCENTRAL UNIVERSITY

In the Northcentral University distance learning environment, students and faculty interact one on one. Northcentral University uses a personalized teaching model wherein students and faculty interact asynchronously during a course to achieve learning outcomes. Faculty function as instructors, facilitators, guides, consultants, and evaluators. A complete list of salaried faculty and their qualifications can be found at the end of this Catalog.

Course interaction occurs through Compass, a proprietary course management system. The university uses asynchronous computer-mediated communications in primarily text-based courses. Students and faculty communicate using Northcentral University's Message System and the Course Page, thereby avoiding spam and viruses. The messaging system tracks student-faculty interaction.

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 concentrations at the undergraduate level and specializations at the graduate level. Students choose from a carefully selected array of courses that support program objectives.

MISSION, VISION, AND VALUES

MISSION

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

VISION

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

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

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

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

Diversity: We value diversity of thought and action as a strength that allows our community to transcend organizational and geographical boundaries. We expect members of our community to treat people with respect and dignity.

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.

HISTORY OF NORTHCENTRAL UNIVERSITY

Northcentral University officially opened its virtual doors on October 10, 1996 in a single room building, and enrolled its first students on February 5, 1997. The following represents a brief historical chronology of the University (Northcentral University):

- December 1997: End of year enrollment totaled 76 students.
- April 21, 1998: Granted Provisional Degree-Granting License by the State of Arizona Board for Private Postsecondary Education.
- June 2000: Northcentral University moved into the 10,000 square foot campus on West Whipple Street in Prescott, Arizona
- January 21-24, 2001: A four member Evaluation Team conducted an onsite visit to evaluate the University's application to The Higher Learning Commission for Initial Candidacy
- June 22, 2001: The University received official notice of a grant of initial accreditation
- October 14-16, 2002: The Higher Learning Commission conducted a site visit for initial accreditation
- February 2003: The University received official notice of a grant of initial candidacy for accreditation
- April 13, 2006: Northcentral University formally accepted as a candidate for accreditation by Association of College Business Schools and Programs (ACBSP)
- June 29, 2006: Northcentral University celebrated its 10th Anniversary at commencement ceremonies
- November 7, 2006: Northcentral University student enrollment passed 4,000 mark
- January 2007: Certificate of Advanced Graduate Studies program announced
- February 2007 — Northcentral University selected as FBI National Academy Associates education partner
- May 2007: Northcentral University accepted by Delta Mu Delta International Honor Society to form Lambda Eta Chapter
- May 8, 2007: Northcentral University School of Business receives Association of Collegiate Business Schools and Programs (ACBSP) Accreditation for all business degree programs
- May 21, 2007: Northcentral University moved into its new world headquarters building in Prescott Valley, Arizona
- May 24, 2007: Northcentral University invited to form first virtual chapter of Kappa Delta Pi
- June 11, 2007: Northcentral University student enrollment passed 5,000 mark
- July 2007: Northcentral University and Rio Salado College announced teacher education partnership for Bachelor's completion degree program
- February 2008: The Higher Learning Commission of the North Central Association of Colleges and Schools conducted a site visit for reaccreditation
- April 2008: Northcentral University accepted by Alpha Phi Sigma Honor Society to form Iota Pi Chapter
- May 2008: The Higher Learning Commission formally reaffirmed accreditation for Northcentral University
- June 2008: The Northcentral University Strategic Knowledge Studies program selected by the Association of College Business Schools and Programs as a world class university offering
- February 2009: The Higher Learning Commission conducted a Focused Visit resulting in an extended accreditation through 2013.
- July 2009: Received provisional approval to offer Title IV funding from the Department of Education.
- January, 2010: Northcentral student enrollment passed 8,500 mark.
- October, 2010: Northcentral University announced Charter Membership of Golden Key International Honour Society.

Enrolled Students as of Year End	
Year	Students
1997	72
1998	151
1999	206
2000	222
2001	460
2002	755
2003	1170
2004	1696
2005	2197
2006	3788
2007	5714
2008	7229
2009	8296
2010 (End of first quarter)	8546

Northcentral University is extremely proud of its leadership role in expanding access to higher education using an innovative 100% online asynchronous model. Northcentral University is committed to providing important distance education leadership well into the future.

ACCREDITATION

Institutional Accreditation - Northcentral University is accredited by The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools.

Program Accreditation - Northcentral University is accredited by the Accreditation Council of Business Schools and Programs (ACBSP), one of the accrediting associations for business schools and programs with a focus on teaching excellence. ACBSP is recognized by the Council on Higher Education Accreditation (CHEA).

BOARD OF TRUSTEES MEMBERS

Northcentral University President and Chief Executive Officer, George A. Burnett (ex officio member)

Martin Gottlieb, DHL (Chair)

Karen F. Rizk (Vice Chair)

Harold Greenberg (Secretary/Treasurer)

Wesley Fuller (Member)

Brian Hermelin, MBA (Member)

James Horton, PhD (Member)

Jerry Israel, PhD (Member)

Steve Linden (Member)

Curtis L. McCray, PhD (Member)

Kevin Prokop, MBA (Member)

Cynthia A. Russell, DNSc, RN (Member)

John Schnabel, MBA (Member)

William Whittington, JD (Member)

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NORTHCENTRAL UNIVERSITY HOLIDAY CLOSURES

Northcentral University offices are closed on the following holidays and students are notified through the Northcentral University messaging system of such closures:

Holiday	2013 Closure Date
New Year's Holiday	Tuesday, January 1
Memorial Day	Monday, May 27
Independence Day	Thursday, July 4
Labor Day	Monday, September 2
Thanksgiving	Thursday and Friday, November 28 and 29
Winter Holiday / Christmas Eve and Christmas Day	Tuesday and Wednesday, December 24 and 25

GRADUATION CALENDAR

The current graduation calendar and general information about the Northcentral University graduation process and ceremony schedule can be found at <http://www.ncu.edu/news-events/graduation>. The graduation calendar for Northcentral University for the next two years is as follows:

2013 June 8

2014 June 7

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2 - ADMISSIONS POLICIES

GENERAL ADMISSION REQUIREMENTS

Northcentral University offers programs for the bachelor's, 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.

NON-DISCRIMINATION POLICY

Northcentral University welcomes all qualified adult students and does not discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, age, veteran status, or disability. This applies to all Northcentral University policies, practices, or procedures involving applicants, students, faculty, team members, and the public. Northcentral University reserves the right to refuse admission to anyone the University believes does not meet Northcentral University academic standards or demonstrates actions or behavior not aligned with Northcentral University policy.

APPLICATION REQUIREMENTS

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

- The \$50 Application Fee
- 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>)

BASIS FOR ADMISSIONS

Northcentral University accepts students on a continual basis. The Application for Admission can be submitted online any time during the year through the Northcentral University website. The Registrar's office reviews each applicant file to ensure that the prospective student meets the program-specific basis for admission.

Provisional Admission

Northcentral University offers provisional admission to applicants who meet the basis of admission verified through unofficial documentation and student attestation. A student who is admitted on a provisional basis is only granted full admission status once all official documentation has been received by Northcentral University.

Provisional Admission for Students with U.S. Transcripts

Provisional Admission is available for students who have provided unofficial transcripts from U.S. institutions (and an attestation of degree conferral and/or total credits completed when requested). Students who have provided unofficial transcripts* from U.S. institutions are offered Provisional Admission status for a maximum of 90 days starting with the first day of enrollment in an NCU course. Students who do not provide the required official documentation prior to the 91st day of enrollment will be administratively dismissed by the University. Students who have been dismissed for failure to provide official documentation within the allotted time frame will not be allowed to reenter the University until all official documentation has been provided.

Provisional Admission for Students with International Transcripts

Students who have provided unofficial transcripts from international institutions (and an attestation of degree conferral and/or total credits completed when requested) may be offered Provisional Admission status for a maximum of 180 days starting with the first day of enrollment in an NCU course. Students who do not provide the required official documentation prior to the 181st day of enrollment will be administratively

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

*Unofficial transcripts must include the students full name, the name of school, degree conferred and conferral date (if applicable), and must include all pages of the transcript.

Full Acceptance Requirements - Undergraduate Programs

Admission to a Northcentral University Bachelor's degree program requires:

- 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 NCU 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 Northcentral University bachelor's degree before entering Northcentral University;

OR

- A conferred Associate's degree from a regionally or nationally accredited academic institution with a cumulative 2.0 grade point average on a 4.0 scale.

***Acceptable equivalents of a high school diploma:**

- Official proof of a General Education Development Certificate (GED) **OR**
- 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

Note: Acceptance of an official academic transcript showing a conferred bachelor's degree from a regionally or nationally accredited academic institution as the basis of admission for a Northcentral University Bachelor's degree program is subject to Dean approval. Certificate of Advanced Graduate Studies (CAGS) - Master's

Admission to a Northcentral University CAGS - Master's program requires a completed bachelor's level or higher degree from an accredited institution or university.

Full Acceptance Requirements - Master's Programs

Admission to a Northcentral University 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.

In addition to evidence of the conferred degree, applications for admission to the School of Marriage and Family Studies 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 (completed Background Check through NCU's designated provider required prior to acceptance; not required for applicants who submit verification of an active MFT license)

Full Acceptance Requirements - Certificate of Advanced Graduate Studies (CAGS)

CAGS - Masters

A completed bachelor's level or higher degree from an accredited institution or university is required. Credit hours from another university or institution cannot be transferred towards a CAGS - Master's program.

CAGS- Doctoral

Admission to a Northcentral University CAGS - Doctoral program 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).

Full Acceptance Requirements - Doctoral Programs

Admission to a Northcentral University Doctoral program (including the Education Specialist – EdS – program) in the School of Education or the School of Business and Technology Management requires a conferred post-baccalaureate master's degree and/or doctoral degree from a nationally or regionally 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).

Admission to the Doctoral programs in the **School of Psychology and the School of Marriage and Family Sciences** will be determined by the degree used to meet basis of admission and/or clinical experience.

Doctoral Program in Psychology - In order to enter the doctoral (PhD) program in psychology, applicants must have earned a master's degree from a nationally or regionally accredited university. There are three options for entering the doctoral program in psychology:

1. **Direct Entry** – Individuals with a previously completed master's degree in any area of Psychology, Mental Health Counseling, Marriage and Family Therapy, or Social Work may immediately begin the 60 credit PhD program.
2. **Evaluation Track** – Individuals who have previously completed a master's degree in an area other than one listed above must have their transcripts evaluated to determine if previous coursework meets some or all of the Standard Curriculum requirements (see below). Students in the Evaluation Track would begin their degree plan with PSY7101 and PSY7102 and then take all required Standard Curriculum courses prior to taking the remaining courses in their degree plan.

Doctoral Program in Marriage and Family Therapy - In order to enter the doctoral (PhD) program in Marriage and Family Therapy (MFT), applicants must have earned a master's degree from a nationally or regionally accredited university. The qualifying master's degree must have been completed in a clinical training program (e.g., MFT, psychology, social work, counseling). There are two options for entering the doctoral program in psychology:

- Applicants with a previously completed master's degree in marriage and family therapy (not marriage and family counseling or any other mental health discipline) will enter the 72 credit Ph.D. program.
- 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 transfer credit to meet some or all of the standard curriculum requirements (taken from the MAMFT program).

In addition to evidence of the conferred degree, applications for admission to the School of Marriage and Family Therapy Sciences Doctoral 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 (completed Background Check through NCU's designated provider required prior to acceptance; not required for applicants who submit verification of an active MFT license)

English Proficiency

If English is the second language of a student, an official score demonstrating English proficiency is required for admission. A minimum official examination score is required for basis of admission to all Northcentral University programs as outlined under English Proficiency.

Degrees Awarded by Non-U.S. Institutions

Northcentral University will accept internationally awarded degrees as the basis of admission provided an official degree equivalency evaluation from a Northcentral University approved credential evaluation agency is supplied. During the enrollment process, Northcentral will work with an applicant to determine which approved credential evaluation may be recommended for their personal situation. A list of Northcentral University approved credential evaluation agencies can be found on Northcentral University's public website. 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 by e-script to transcripts@ncu.edu,
- with a conferred date,
- with information that matches that of the Applicant.

ADMISSIONS 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 e-mail. Fields are available on the online application form to securely store credit card information and social security information, which should never be transmitted by email.

Incomplete applications will not be evaluated.

Applicants must request official transcripts be sent directly to Northcentral University 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 6 months of enrollment.

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 in this Catalog 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>

ADMISSIONS ADDRESSES

Address for Submission of Transcripts

Attention: Enrollment Processor

Northcentral University

8667 E. Hartford Drive, Suite 110

Scottsdale, AZ 85255

Registrar's Address

Northcentral University

Office of Student Records

8667 East Hartford Drive, Suite 110

Scottsdale, AZ 85255

registrar@ncu.edu

ONLINE REQUIREMENTS

Northcentral University uses electronic communications. To complete the admissions process, applicants need to have access to the World Wide Web readily available to them. Northcentral requires all applicants to submit an online application by completing the application form at:

<https://apply.ncu.edu>

It is highly recommended that applicants review the minimum technology requirements outlined on the Northcentral University public Web site:

<http://www.ncu.edu/northcentral-global/consumer-information/technical-requirements>.

Students should also periodically review these requirements.

Students must also be able to navigate the World Wide Web. Students are responsible to check the Northcentral University student's web site weekly, including electronic communications sent via the Northcentral messaging system, and to advise the University of any related problems.

ENGLISH PROFICIENCY

English is the language of instruction at Northcentral, and Northcentral University 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 Northcentral University catalog describes current testing procedures and current requirements for writing competency.

Possible Exemption

If, within one year prior to applying for admission to Northcentral University, the potential student attended but did not receive a conferred degree from a secondary or postsecondary institution where English was the primary language of instruction, he/she may still be exempted from the English Proficiency exam. To qualify for exemption, the applicant must provide an official transcript showing a minimum of 15 academic semester credit hours with a cumulative GPA of 3.0 or better. Requests for exemption must be submitted in writing to the Dean of the prospective School who will render the final decision.

How to Demonstrate English Proficiency

- Testing of English as a Foreign Language (TOEFL) – Northcentral University accepts only internet-based TOEFL test results and requires a minimum score of 87 for Bachelor's, CAGS - Master's, and Master's students and a minimum score of 95 for CAGS - Doctoral and doctoral students. Go to www.toefl.org for complete information. Test results must be sent directly to the Northcentral University registrar's office. When test results are ordered or applicant takes a test for the first time, Northcentral University School Code of 4572 must be noted.
- International English Language Testing System – ACADEMIC VERSION ONLY (IELTS) - Northcentral University requires a score of 6.0 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 65. Go to www.pearsonpte.com for complete information. Test results must be sent directly to the Northcentral University registrar 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.

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.

Northcentral University 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 Northcentral University as a copy recipient on the application so that Northcentral will be electronically notified when the evaluation is complete. Please note that the Northcentral Registrar's office cannot assist you in facilitating your credential evaluation through AACRAO.

I-20 DOCUMENTS AND F-1 STATUS

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

NON-DEGREE APPLICANTS

Some students do not intend to obtain a new degree, but pursue studies to enhance their personal and professional knowledge. There is no limit on the number of courses a student can take while in a non-degree status.

Tuition will be charged for all undergraduate courses at the current rate for the bachelor's program at the time of course registration. Tuition will be charged for all graduate courses at the current rate for doctoral programs at the time of course registration. The Academic Advisor will advise the applicant if there are prerequisites for the course requested.

If the student later applies for admission to a degree program, he or she will have to formally apply to the degree program and submit all required documentation. Any non-degree study will be evaluated as to whether the course work will be applied to the degree requirements. The student will be evaluated as a new applicant, and must meet tuition requirements, graduation requirements, and policies in effect at the time of making application to the degree program.

TRANSFER OF CREDIT

Requests for course transfer credit must be made along with the Application for Admission so that an appropriate Degree Plan can be developed and accepted by the student. Requests by the student for consideration of additional transfer credit can be made at any time prior to Graduation provided the maximum number of transfer

credits permissible has not already been accepted by the University. Review of transfer credit requests after the initial evaluation may require a re-evaluation fee. The School Dean or designee must approve all requests for transfer credit. Transfer courses are evaluated for currency, relevancy to Northcentral University degree programs, and whether they meet Northcentral University's academic standards. Evaluators will document which courses are accepted in transfer and which Northcentral University requirements the course satisfies. The number of semester credit hours that will be accepted in transfer is documented in the Acceptance Letter. If quarter credit hours have been earned for a course to be accepted as satisfying an Northcentral University requirement, they are converted to semester credit hours by multiplying them by 2/3 and rounding up to the next whole credit.

All credit hours to be considered for transfer into a Northcentral University academic program must: have been completed at a regionally or nationally accredited academic institution; relate to the program and degree pursued and must be equivalent to the degree program requirements, including specified electives; and appear on an official transcript from the institution where they were earned.

Note: If you choose to waive your transfer credit evaluation, NCU is not responsible for duplication of transferable courses that you may have taken and received credit from a prior institution.

Credits from Foreign Institutions

Northcentral University may accept transfer credits if an official course-by-course evaluation from a Northcentral-approved credential evaluation agency is supplied. Northcentral University 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.

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, Northcentral University will accept the minimum scores recommended by the American Council on Education (ACE) on all exams offered by:

- College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DSST/DANTES),
- Council for Adult and Experiential Learning (CAEL) Prior Learning Assessment Portfolio, and
- 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. Northcentral University 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 Northcentral University or (2) it is more elementary than a course for which the applicant has already received credit.

Master's Certificate of Advanced Graduate Studies (CAGS - Master's)

Transfer credits are not accepted to Northcentral University CAGS - Master's programs.

Master's Programs

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

- Completed at regionally or nationally accredited post-secondary institution;
- Completed within the last five calendar years;

- Do not exceed a maximum of 6 graduate semester credits; exceptions to the stated maximum may be granted by the School Dean with approval of the Provost;
- Do not include any credits from a conferred Master's degree;
- If proposed to satisfy the statistics course requirement of a Northcentral University Master's degree, must be equivalent to Northcentral University statistics courses, as demonstrated by a transfer course description.

Certificate of Advanced Graduate Studies (CAGS) - Doctoral Programs

Transfer credits are not accepted to Northcentral University CAGS - Doctoral programs.

Doctoral Programs

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

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

Credits earned at Northcentral University 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.

Prior Learning Credits

Prior Learning Credit is credit that students are given for learning that has taken place outside of a traditional academic environment. The experience must match the learning experience provided in a university course. This could include on-the-job training, military service, seminars, hobbies, volunteer work in the community, independent study, and/or noncredit courses. The student must demonstrate how his/her prior learning experiences are equivalent to the selected University course through an evaluative process such as the design and development of a portfolio, taking college board tests, or ACE credit evaluations. To receive Prior Learning Credits in exchange for a course in an academic area of specialization, a student must:

- Be an undergraduate student who is enrolled in a Northcentral University academic program;
- Complete a minimum of 30 course credit hours at Northcentral University, including his/her final 15 credit hours. Additionally, within the 30 credit hours of course work required, a minimum of 9 credit hours of course work must be completed in the student's program specialization at Northcentral University.
- Be a student who has prior learning experience relevant to the applicable course he or she is seeking to acquire credit. This is evaluated by CAEL.
- Be a student who has evidence that he or she has acquired the applicable prior learning experience using credible artifacts that will be investigated. This will be evaluated by CAEL.

For more information on earning course credits through prior learning, visit the LearningCounts.Org website at <http://www.learningcounts.org/Pages/Default.aspx> .

Transferring Credits Between Northcentral University Degree Programs

Undergraduate students in good academic standing, and who are in their final 30 credits of their degree program may enroll in up to 15 credits of Northcentral University Master's level courses to satisfy undergraduate degree requirements. Students who earn a minimum of a B in a Master's level course may satisfy up to 15 credits into their Northcentral University Master's degree program. For external transfer students, the total number of credits transferrable into a Northcentral Master's degree program is 15 credits, that may include a total of 6 external transfer credits and 9 internally transferred credits. The School Dean (or their designee) must verify that courses satisfy both degree requirements.

Students that continue their graduate studies from Master's to Doctoral are permitted to satisfy a maximum of 18 master's or doctoral credits into their doctoral program based on the current program of study and with written verification from the School Dean (or their designee) that the courses meet requirements for both degrees.

The majority of the credits from the conferred Northcentral University EdS program may satisfy a maximum of 30 credits toward the Northcentral EdD. Students that migrate to the EdD, from the same specialization as the conferred EdS are required to complete research methods, comprehensive examination, and dissertation courses based on the current program requirements. Students that elect a specialization different than their conferred EdS are required to satisfy all EdD degree requirements.

For all degree programs, to participate in between degree program transfer credit, a student must:

- Be academically eligible for the next degree (meet BFA at the required GPA)
- At the undergraduate level, for courses to count toward the Master's, these courses must earn a "B" or higher
- Be in good financial standing

TRANSFER OF CREDIT - MILITARY

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 Northcentral University academic program. Except for military training courses specifically designated by ACE as equivalent to graduate coursework, military transfer credit will be limited to Northcentral University's bachelor's programs.

Northcentral University 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

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 Northcentral University 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 Northcentral University for assessment.

Coursework Credits

Transfer credit for military or veteran applicants at the undergraduate level toward the Bachelor's degree are accepted by Northcentral University 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.

ACCEPTANCE TO THE UNIVERSITY

Upon receipt of the Application for Admission materials, the University will evaluate the applicant's experience and goals to ensure the desired degree program is appropriate. The academic evaluation includes a review of the applicant's educational intent, prior college work, professional experiences, and future goals.

Applicants will be notified of their admission status and the requirements for the degree program.

A Letter of Acceptance and Enrollment Agreement to the potential student is generated by the Enrollment Specialist and a link 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.

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 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."

Upon acknowledgment of the degree plan and receipt of initial payment, the student is enrolled in the University. Tuition payment options are specified in the Catalog (See Section 3 - Financial Information) and on the course request.

3 - FINANCIAL INFORMATION

TUITION AND FEES

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

Northcentral's inclusive course pricing covers all costs associated with a student's particular courses or degree program: registration, dissertation, technology, online instruction, mentoring and tutoring, online library resources, and graduation fees. Students pay separately for items not directly related to their coursework, such as tuition finance fees, transcript copies and cap and gown. Students also purchase books separately, allowing them to locate the lowest prices available.

Payment method/details must be on record prior to course registration (see Statement of Financial Responsibility, below).

Students utilizing tuition assistance programs are responsible for timely payment of tuition and fees to Northcentral University, 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; however, the student who has executed an Enrollment Agreement and has paid the entire tuition for a program of study will not be subject to a tuition increase during the duration of that agreement as long as the student maintains continuous enrollment. If continuous enrollment is not maintained, all subsequent agreements will reflect the tuition currently in effect. The prepayment of a degree program does not include any course additions or course re-takes. Additions and re-takes will be billed at the tuition rate in effect at the time the course is taken.

Waivers of Tuition and/or Fees

In general, Northcentral University 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 and pre-approved by the Chief Financial Officer, Chief Operating Officer or their designees. To request a waiver, a student must submit the request in writing, including the reason or justification. See the Procedure, Considering a Tuition or Fee Waiver, below.

Method of Payment

Students have access to a variety of financing options when attending Northcentral University 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
- Title IV Federal Financial Aid
- Private Loans
- Grants
- Scholarships
- Tuition Assistance
- Employer Vouchers
- Northcentral University Payment Plans

Students may also find additional information about financing their education at Northcentral University 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 Northcentral University's Attendance and Continuous Enrollment policy, which enrolls students into courses on a scheduled timeline. Students authorize Northcentral University to charge their account on record for all applicable fees and tuition charges for each subsequent course without further authorization.

Base Per Course Tuition

Degree Type	Base Per Course Tuition Rate
Bachelor's Degree	\$1,250
Master's Certificate of Advanced Graduate Studies (CAGS - Master's)	Same as Per Course Tuition Rate for School's Master's Degree
Master's Degree in the School of Business and Technology Management	\$2,063
Master's Degree in the School of Education	\$1,631
Master's Degree in the School of Psychology	\$2,126
Master's Degree in the School of Marriage and Family Sciences	\$2,290
Certificate of Advanced Graduate Studies (CAGS) - Doctoral)	Same as Per Course Tuition Rate for School's PhD Degree
Doctor of Business Administration (DBA)	\$2,487
Education Specialist (EdS) and Doctor of Education (EdD)	\$2,461
Doctor of Philosophy Degree (PhD) – Business Administration, Education, and Marriage and Family Sciences	\$2,570
Doctor of Philosophy Degree (PhD)-Psychology	\$2,535
Non-Degree (Undergraduate)	\$1,250
Non-Degree (Graduate)	\$2,570

Tuition and Fee Information:

- An Application Fee of \$50 is charged when an application to the University is submitted.
- All applicable tuition is charged and due at the time the student enters a course room.
- The University reserves the right to change tuition rates as it deems necessary.

- A Course Drop Fee of \$100.00 is charged when a student drops a course and does not start an alternate course within 14 days of the start date of the original (dropped) course.
- Alumni needing a replacement copy of the Northcentral University Diploma or Certificate are charged a replacement fee.

MISCELLANEOUS PROGRAM FEES

Description of Miscellaneous Fees	Fee Amounts
Official Transcript Fee	\$10.00
Lost/Damaged Interlibrary Loan Book Processing Fee*	\$10.00*
Declined Credit Card Fee	\$25.00
Late Payment Fee	\$25.00
Returned Check Fee	\$25.00

*The student is responsible for the full cost of the replacement book or materials as well as the processing fee.

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.
- **Lost/Damaged Interlibrary Loan Book Processing Fee** is charged for all lost or damaged Interlibrary Loan books and materials.

NOTE: All fees are non-refundable.

PROGRAM COSTS

General

The cost of the program may vary depending on how many credits are transferred into the program at Northcentral University and other factors that may apply such as leveling courses, repeated courses, 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, Northcentral University uses the total program tuition cost (which includes registration, technology, and graduation fees; and dissertation fees for doctoral students) in its estimated cost of attendance calculation. Non-institutional grants and scholarships, Northcentral University affiliation scholarships, or any other forms of tuition reduction will affect the estimated cost of attendance calculation. Northcentral University does not include the application fee, room, board, textbook costs, transportation, childcare, or personal expenses in its calculation of the estimated cost of attendance.

School of Business and Technology Management

Undergraduate Program (Bachelor's Degree)*

Total Number of Credit Hours Required to Complete Program	60
Number of Courses at 3 Credits Per Course	20

Cost Per Course (3 X Bachelor's Degree Credit Hour Rate of \$417)	\$1,250
Total Estimated Cost of the Program	\$25,000

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

Certificate of Advance Graduate Studies – Master’s - Business

Total Number of Credit Hours Required to Complete Program	12
Number of Courses at 3 Credits Per Course	4
Cost Per Course (3 X CAGS – Master’s Credit Hour Rate of \$688)	\$2,064
Total Estimated Cost of the Program	\$8,256

Master of Business Administration (MBA)

Total Number of Credit Hours Required to Complete Program	30
Number of Courses at 3 Credits Per Course	10
Cost Per Course (3 X MBA Credit Hour Rate of \$688)	\$2,064
Total Estimated Cost of the Program	\$20,640

Certificate of Advanced Graduate Studies – Doctoral - Business Administration

Total Number of Credit Hours Required to Complete Program	18
Number of Courses at 3 Credits Per Course	6
Cost Per Course (3 X CAGS - Doctoral Credit Hour Rate of \$857)	\$2,570
Total Estimated Cost of the Program	\$15,420

Professional Doctoral Degree Program- Doctor of Business Administration (DBA)

Total Number of Credit Hours Required to Complete Program	54-66
Number of Courses at 3 Credits Per Course	18-22
Cost Per Course (3 Credits X Doctoral Credit Hour Rate of \$829)	\$2,487
Total Estimated Cost of the Program	\$44,766-54,714

Doctor of Philosophy Degree Program (PhD)- Business Administration

Total Number of Credit Hours Required to Complete Program	60 - 75
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Number of Courses at 3 Credits Per Course	20-25
Cost per Course (3 Credits X Doctoral Credit Hour Rate of \$857)	\$2,570
Total Estimated Cost of the Program	\$51,400-64,250

School of Education

Undergraduate Program (Bachelor's Degree)*

Total Number of Credit Hours Required to Complete Program	60
Number of Courses at 3 Credits Per Course	20
Cost Per Course (3 X Bachelor's Degree Credit Hour Rate of \$417)	\$1,250
Total Estimated Cost of the Program	\$25,000

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

Certificate of Advance Graduate Studies – Master’s - Education

Total Number of Credit Hours Required to Complete Program	12
Number of Courses at 3 Credits Per Course	4
Cost Per Course (3 X CAGS – Master's Credit Hour Rate of \$544)	\$1,631
Total Estimated Cost of the Program	\$6,524

Master of Education (MEd)

Total Number of Credit Hours Required to Complete Program	30
Number of Courses at 3 Credits Per Course	10
Cost Per Course (3 X MEd Credit Hour Rate of \$544)	\$1,631
Total Estimated Cost of the Program	\$16,310

Certificate of Advanced Graduate Studies – Doctoral - Education

Total Number of Credit Hours Required to Complete Program	18
Number of Courses at 3 Credits Per Course	6
Cost Per Course (3 X CAGS - Doctoral Credit Hour Rate of \$857)	\$2,570
Total Estimated Cost of the Program	\$15,420

Education Specialist Program (EdS)

Total Number of Credit Hours Required to Complete Program	33
Number of Courses at 3 Credits Per Course	11
Cost Per Course (3 Credits X Doctoral Credit Hour Rate of \$820)	\$2,461
Total Estimated Cost of the Program	\$27,071

Professional Doctoral Degree Program – Doctor of Education (EdD)

Total Number of Credit Hours Required to Complete Program	54-66
Number of Courses at 3 Credits Per Course	18-22
Cost Per Course (3 Credits X Doctoral Credit Hour Rate of \$820)	\$2,461
Total Estimated Cost of the Program	\$44,298-54,142

Doctor of Philosophy Degree Program (PhD)- Education

Total Number of Credit Hours Required to Complete Program	60-75
Number of Courses at 3 Credits Per Course	20-25
Cost per Course (3 Credits X Doctoral Credit Hour Rate of \$857)	\$2,570
Total Estimated Cost of the Program	\$51,400-64,250

School of Marriage and Family Sciences

Program requirements may vary, please reference Marriage and Family Therapy information in Section 11 of this 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.

Certificate of Advance Graduate Studies – Master’s – Marriage and Family Therapy

Total Number of Credit Hours Required to Complete Program	12
Number of Courses at 3 Credits Per Course	4
Cost Per Course (3 X CAGS – Master’s Credit Hour Rate of \$763)	\$2,290
Total Estimated Cost of the Program	\$9,160

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 Per Course	15-20

Cost Per Course (3 X MFT Master's Credit Hour Rate (\$763))	\$2,290
Total Estimated Cost of the Program	\$34,350-45,800

Certificate of Advanced Graduate Studies – Doctoral - Marriage and Family Sciences

Total Number of Credit Hours Required to Complete Program	18
Number of Courses at 3 Credits Per Course	6
Cost Per Course (3 X CAGS - Doctoral Credit Hour Rate of \$857)	\$2,570
Total Estimated Cost of the Program	\$15,420

Doctoral Degree Program - Marriage and Family Therapy (MFT)

Total Number of Credit Hours Required to Complete Program	69-105
Number of Courses at 3 Credits Per Course	23-35
Cost Per Course (3 Credits X Doctoral Credit Hour Rate of \$857)	\$2,570
Total Estimated Cost of the Program	\$59,110-89,950

School of Psychology

Undergraduate Program (Bachelor's Degree)*

Total Number of Credit Hours Required to Complete Program	60
Number of Courses at 3 Credits Per Course	20
Cost Per Course (3 X Bachelor's Degree Credit Hour Rate of \$417)	\$1,250
Total Estimated Cost of the Program	\$25,000

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

Certificate of Advance Graduate Studies – Master's

Total Number of Credit Hours Required to Complete Program	12
Number of Courses at 3 Credits Per Course	4
Cost Per Course (3 X CAGS – Master's Credit Hour Rate of \$709)	\$2,126
Total Estimated Cost of the Program	\$8,504

Master of Arts in Psychology (MA)

Total Number of Credit Hours Required to Complete Program	36
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Number of Courses at 3 Credits Per Course	12
Cost Per Course (3 X Psychology Master's Credit Hour Rate (\$709))	\$2,126
Total Estimated Cost of the Program	\$25,512

Certificate of Advanced Graduate Studies – Doctoral - Psychology

Total Number of Credit Hours Required to Complete Program	18
Number of Courses at 3 Credits Per Course	6
Cost Per Course (3 X CAGS - Doctoral Credit Hour Rate of \$845)	\$2,535
Total Estimated Cost of the Program	\$15,210

Doctor of Philosophy Degree Program (PhD)- Psychology

Total Number of Credit Hours Required to Complete Program	60-75
Number of Courses at 3 Credits Per Course	20-25
Cost Per Course (3 Credits X Doctoral Credit Hour Rate of \$845)	\$2,535
Total Estimated Cost of the Program	\$50,700-63,375

FINANCIAL ASSISTANCE PROGRAMS

Overview of Northcentral University Payment Plans 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 Northcentral University. 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 Northcentral University 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.

Certificate of Advanced Graduate Studies (CAGS) - Master's, Master's Degree, CAGS - Doctoral, 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 Northcentral University. 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 Northcentral University 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.

Financial Aid

Please see Section 4 of this Catalog for details about financing your Northcentral University education. Contact financialaid@ncu.edu for assistance with Federal Financial Aid (Title IV) information.

ADDITIONAL FINANCIAL SERVICES

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 Northcentral University education with the special tuition rates Northcentral University offers in conjunction with TA.

Veteran Educational Benefits

The Department of Veterans Affairs (VA) administers educational benefits for veterans and their eligible dependents and spouses. For information about how to receive VA benefits at Northcentral University, visit our VA Benefits FAQ's page.

For specific details about VA eligibility, Northcentral University recommends that you contact the VA directly at www.gibill.va.gov or call toll-free 1.888.442.4551.

Tribal Funding

Northcentral University 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, Northcentral University uses tuition costs only as its estimated cost of attendance calculation. Grants, scholarships, Northcentral University partnership discounts, or any other forms of tuition reduction will affect the estimated cost of attendance calculation.

REFUND POLICY AND PROCEDURE

Students have the right to withdraw from the University at any time. Northcentral University 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.

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.

Course Drop

Students may drop a course at any time. However:

- if the course is dropped more than 7 days from and including the course start date, full tuition is charged.
- if the date given in Course Registration Information as the last date to drop without academic penalty has passed, a grade will be awarded rather than a Withdrawn code.
- students receiving Federal Financial Aid may be subject to return of Title IV funds.

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.

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 drop and/or withdrawal are requested.

Withdrawal or Drop Prior to Course Registration

Pre-paid tuition for courses in which the student is not yet registered is refunded 100%.

Withdrawal or Drop within 7 days from and Including Course Start Date

Students may request withdrawal or course drop and receive a full refund of all monies paid to date if:

- the Withdrawal Request Date is no more than 7 days from (and including) the course start date
- a course is dropped no more than 7 days from (and including) the course start date.

Over 7 days from and including Course Start Date

Full tuition is charged for any courses for which the student has entered the course room and more than 7 days including the course start date have elapsed.

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.

MEETING FINANCIAL OBLIGATIONS

Importance of Meeting Financial Obligations

Northcentral 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. Northcentral University withholds certificates, diplomas, and transcripts and prohibits participation in the graduation ceremony and/or the conferring of a degree until all unpaid financial accounts have been satisfied.

Personal Responsibility

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

Northcentral University expects applicants and students to actively search for the best funding option(s) available through review of all available information on the Northcentral University Web site at www.ncu.edu. Northcentral University, through its numerous partnerships, articulations, and agreements with corporations, businesses, educational organizations, the U.S. military, and other agencies, offers tuition benefits to employees or those entities. Northcentral University 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 Northcentral University 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, Northcentral University 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.

Northcentral University does not accommodate requests from students for retroactive consideration.

Forbearance and Deferment Options

Northcentral University is proud of its ability to provide an 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 Financial Services 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.

Northcentral University 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), Northcentral University 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, Northcentral University 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 Northcentral University's collection expenses. If a lawsuit or other action is filed, litigation falls under Arizona state jurisdiction and the student agrees to pay Northcentral University'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 Northcentral University's attorney's fees for the appeal as fixed by the appellate court.

4 - FINANCIAL AID

GENERAL TITLE IV STUDENT ELIGIBILITY REQUIREMENTS

To be eligible for Federal Student Aid (FSA) funds, a student must meet the criteria listed below. Northcentral University 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
- Have a high school diploma or its recognized equivalent (e.g., a GED)
- 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
- Sign a Statement of Educational Purpose, which certifies that he or she will use federal student financial aid only to pay educational costs
- 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 nolo contendere or 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 Northcentral. Once the results are received by Northcentral, 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, Student Financial Services 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.

FEDERAL FINANCIAL AID PROGRAMS OFFERED BY NORTHCENTRAL UNIVERSITY

Northcentral University 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.

Northcentral offers the following federal financial aid programs:

- Federal Pell Grant Program

- Federal Direct Loan Program which includes:
 - Stafford Subsidized and Unsubsidized loan programs
 - Parent Loan for Undergraduate Students (PLUS) program
 - GradPLUS loan program

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, Northcentral 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.

All Undergraduate students enrolled at Northcentral 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". Northcentral will compare the 2012/2013 EFC and the 2013/2014 EFC and will award per the higher Federal Pell Grant amount.

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 Subsidized Stafford Loan

The Federal Subsidized Stafford Loan Program provides low-interest, deferred-payment loans to undergraduate and graduate 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), the Northcentral University Financial Aid Application, and the Master Promissory Note (MPN). All first-time Northcentral borrowers must also complete entrance counseling prior to receiving loan funds. All students who have had Stafford loans disbursed while attending Northcentral 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 may be borrowed is \$23,000 for undergraduate students and \$65,500 for graduate students.

All degree programs at Northcentral 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, the Northcentral University Financial Aid Application, and the Master Promissory Note (MPN). All first-time Northcentral borrowers must complete entrance counseling prior to receiving funds. All students who had Stafford loan disbursed while attending Northcentral 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 Northcentral 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 and complete GradPLUS entrance counseling. A credit check will be done for students applying for GradPLUS.

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

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 Northcentral University Financial Aid Application. Northcentral University assumes that an answer of “yes” without an explanation of terms means full tuition remission. Employer reimbursement or tuition assistance is used to cover tuition and fees only, unless otherwise noted by the student.

Veterans Assistance

Students who are or may be eligible for educational benefits from the U.S. Department of Veterans Affairs are required to contact Student Financial Services to complete the enrollment process. Each benefit program is unique and requires that program specific paperwork be completed to facilitate processing a claim. Additionally, Veterans programs vary extensively in terms of compensation, dependent upon such factors as time in service and rate of progression through the degree program.

To begin the process of applying for GI Bill benefits, visit; <http://www.gibill.va.gov/> and click on “Apply for GI Bill Benefits” completing the appropriate form. A copy of this completed application containing a confirmation code should be sent to Student Financial Services for evaluation. This required documentation will be kept on file with Northcentral University and used to complete the electronic certification upon enrollment in each course.

Prospective students are also advised to contact their local Military Education Officer to discuss benefit options. In addition to this, it is advisable to contact the Veterans Certifying Official upon enrollment as he/she is trained to answer questions and provide assistance during the enrollment process. Northcentral University is committed to assisting Veteran students in every possible so as to take full advantage of the benefits earned in service to our country.

APPLICATION AND FORMS

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

Forms

General financial aid forms and/or instructions for applying are distributed by the Student Financial Services (SFS) Department. 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.
- Northcentral University Financial Aid Application is a document used to collect other pertinent information and inquires about attendance at other schools during the same award year and other resources/awards that the student expects to receive while attending Northcentral University.
- Northcentral University Financial Aid Authorization which explains some student responsibilities and also gives Northcentral University authorization to apply Title IV aid to previous charges less than \$200.

- 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.

These forms may be mailed to students, distributed by other University offices, or distributed electronically. Students must return these documents to the SFS Department for review in order to determine eligibility.

Application Process

1. FAFSA

Each applicant requesting federal financial aid must have a current and valid Institutional Student Information Report (ISIR) on file with Northcentral and the U.S. Department of Education. The FAFSA must be completed online 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 may be required for each award year in which a student wishes to receive aid. Students starting courses before May 1, 2013 may complete the 2012/2013 FAFSA. Students starting courses after May 1, 2013 must complete the 2013/2014 FAFSA.

2. *If a student is selected for verification, the student will be required to submit the following documents:*

- Verification Worksheet and/or
- Federal IRS Tax Transcripts for the most recent calendar year

If the results of the FAFSA indicate that further verification, such as citizenship proof or proof of registration with Selective Service, additional documentation may be required.

3. *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 Northcentral 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.

4. *Entrance Counseling*

First-time Stafford loan borrowers who have never attended a post-secondary institution must receive entrance counseling before the first disbursement of the loan can be made. Northcentral provides entrance counseling online.

Financial Aid History

Prior to disbursing FSA program funds, Northcentral 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 Financial Aid Office. 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 Financial Aid Office 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, Northcentral University 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.
- Unsubsidized and/or PLUS funds – as these funds are not based on the EFC, verification is not required if these are the only awards and the student was not otherwise eligible for a Pell grant or Subsidized Stafford Direct loan.
- 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.

Three Data Categories for All Verifications

1. **Household Size/Number in College** - A student's household size may be verified by comparing a signed Verification Worksheet or a separate written statement to support the data reported on the ISIR. An Independent Verification Worksheet must be signed by the student. A Dependent Verification Worksheet must be signed by the student and at least one parent. In cases where the parents are divorced, the parent signature must be from the parent whose data is reported on the FAFSA. Duplicate Verification Worksheets, one signed by the student and one signed by the parent, are acceptable to fulfill the signature requirements.

In lieu of using a Verification Worksheet, a signed statement from the student or parent is sufficient to document household size and number of family members in college as long as all required information is supplied (Name, Age, Relationship to Student and College Attending, if any).

It is acceptable to include in the Number in College a person reported in the household who either will be attending a postsecondary educational institution during the verified award year and/or who attended a postsecondary educational institution during the verified award year but is no longer attending at the time of verification. For Title IV purposes, the enrollment must be at least half time in a degree or certificate program at a Title IV eligible school, and attendance must be at least one semester or for four consecutive months.

Exceptions to Household Size and Number in College Requirements

- Household Size – household size documentation is not required if any of the following apply:
 - Dependent Student – household size reported for married parents is three; two if parent is single, divorced, separated, or widowed,

- Independent Student – household size reported for a married student is two; one if the student is single, divorced, separated, or widowed.
- Number Enrolled in College – number in college documentation is not required if any of the number enrolled is one (student only).
- 2. **Adjusted Gross Income and U.S. Income Tax Paid** – NCU encourages students to use the IRS Data Retrieval Tool when filling out the FAFSA. When a student uses this tool and no corrections are made to the financial data after the FAFSA is signed, there is usually no need to provide Adjusted Gross Income (AGI) or U.S. income tax paid information in the FAFSA because the tax data is imported into the application.

If the student does not use the IRS Data Retrieval Tool, a copy of the appropriate IRS generated Federal tax transcript may be accepted depending on whether the FAFSA was filed electronically or on paper.

Financial data must be verified for anyone whose financial information is reported on the FAFSA. This includes the student, spouse and parents, if applicable. If the student was married at the time of FAFSA completion but was not married in the base year, spouse's income must be reported on the FAFSA and also verified. AGI amounts reported on a joint tax return can be adjusted due to divorce or separation, or based on professional judgment.

- 3. **Untaxed Income and Benefits** – Untaxed income is any income that is excluded from federal income taxation under the tax law. Any untaxed income reported on an individual's income tax return (excluding schedules) must be verified using an IRS-generated tax transcript. For untaxed income that is not required to be reported to the IRS, there are seven specific types of untaxed income and benefits that must be verified. A signed statement from the student or the parent of a dependent student is acceptable. The seven types of untaxed income and benefits are:

- Food Stamps –Supplemental Nutrition Assistance Program (SNAP),
- Child Support Paid,
- Untaxed IRA Distributions,
- Untaxed Pensions,
- Education Credits,
- IRA Deductions, and
- Tax-Exempt Interest.

For students who are not required to file taxes under the tax law, a copy of IRS Form W-2 for each source of employment income received or a signed statement will be requested. The statement must certify:

- That the student has not filed and is not required to file an income tax return for the tax year; and
- The sources of income earned from work, as reported on the FAFSA, and amounts of income from each source for that tax year is not reported on IRS Form W-2.

Separation of Income

To reflect a student's (or parent's) 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 parent's) 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; or
 - at the time of disbursement, there was no conflicting information; or
 - 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

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 the Director of Human Resources and to the Senior Director 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 Title IV aid.

- 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 Title IV aid 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. Documentation used for resolution will be held on file by the Financial Aid Office.

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 "r;Processed for I-551"
- I-151 Receipt Card
- I-151 Resident Alien Card
- Machine Readable Immigration Visa (MRIV)
- Foreign Passport stamped "r;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 which may be requested to resolve veteran status:

- 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 Northcentral University 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 used to award financial aid reflect the cost of attendance for the average student population at a modest, but adequate, standard of living. Special budget considerations for educational costs are approved by the Financial Aid Office on a case-by-case basis as covered through a Professional Judgment decision

Direct and Indirect Costs

Students apply for student financial assistance to help pay for costs related to receiving an education at Northcentral University. Some costs are direct charges, such as tuition, books and fees, while other costs are considered to be indirect costs required to pay rent, 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

Annually, research is conducted to determine current and reasonable expenses to attend Northcentral University as a non-traditional student. A standardized cost budget is developed by the Financial Aid Office for each award year. Because a standardized budget is used for indirect costs, students are not asked to provide receipts to prove the expenses for rent, utilities, food and personal expenses. The budget will not be increased unless unusual and exceptional circumstances exist.

A student budget consists of anticipated charges for tuition, books, supplies and fees and an estimated amount for rent, utilities, food and personal expenses. The institution recognizes that student choose a variety of living arrangement options. Therefore, the institution uses a standardized amount for room and board, utilities and food to determine financial aid eligibility.

Budget figures are not determined based on a more affluent lifestyle but instead for a student with reasonable expenses necessary to provide satisfactory living arrangements in order to achieve an education. A student can appeal the standardized figures but not if the only reason is because the student chooses to live a more affluent lifestyle. An appeal will be considered if the student has unusual expenses not reflected in the standard budget. Costs in the budget include:

- Tuition: Estimated tuition amount for the academic year.
- Books and Supplies: An estimated amount of \$134 per course is the allowance for books and supplies.
- Room and Board: The standardized amount is based upon the student attending a distance education University. It includes the estimated cost for rent, utilities and food.
- Personal Allowance: This category includes clothing and other personal expenses necessary to achieve a higher education.

The base budgets for 2013-2014 are:

Direct Cost Allowance	Charge
Tuition	Estimated tuition charge is based upon the charge per credit for the anticipated courses. The estimated tuition charge is \$417-\$857 per semester credit dependent upon program of study.
Books and Supplies	\$ 134 per course
Indirect Cost Allowance	Monthly Expense
Room and Board (rent and utilities), food and	\$ 1914

reasonable personal expense	
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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 on the basis of an academic year. For graduate students, the academic year is at least 18 credits and at least 30 instructional weeks. For undergraduate students, the academic year is at least 24 credits and at least 30 instructional weeks.

Estimated Financial Assistance

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

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

Federal 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.

Comment Code	Meaning
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345	Identifies an applicant who has received Pell Grants for the equivalent of between four and five school years (high amount of Pell).
346	Identifies an applicant who is close to the Pell limit.
347	Identifies an applicant who has met or exceeded the Pell limit.
348	Identifies an applicant who is no longer close to or exceeding the Pell limit based on new information from NSLDS. .
349	General comment explaining Pell award amount limited to the equivalent of six school years.
350	Identifies an applicant who has received Pell Grants for the equivalent of up to one-half of a school year.
351	Identifies an applicant who has received Pell Grants for the equivalent of between one-half and one school year.
352	Identifies an applicant who has received Pell Grants for the equivalent of between one and one and one-half school years.
353	Identifies an applicant who has received Pell Grants for the equivalent of between one and one-half and two school years.
354	Identifies an applicant who has received Pell Grants for the equivalent of between two and two and one-half school years.
355	Identifies an applicant who has received Pell Grants for the equivalent of between two and one-half and three school years.
356	Identifies an applicant who has received Pell Grants for the equivalent of between three and three and one-half school years.
357	Identifies an applicant who has received Pell Grants for the equivalent of between three and one-half and four school years.

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

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

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

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

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

Stafford Loans

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

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

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

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

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

Based on the student's grade level, he or she 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.

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. Although it is not a requirement, the University encourages students to sign award notifications. 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.

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.

Also, 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 JUDGMENT

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

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 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 Northcentral University 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.
- In the case of a late disbursement, if there is a withdrawal date in the academic year (AY), and the student has completed more than 60% of the AY half, the student may be eligible for a late disbursement.
- In the case of a late 2nd disbursement, 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 180 days after the date Northcentral University 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.

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 credit balance occurs unless the student has authorized the University to retain a credit balance to assist with future charges. Authorization to hold a credit balance may be rescinded at any time.

RETURN OF TITLE IV FUNDS

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

When a student does not complete the payment period 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 programs. The percentage of earned and unearned portions of Title IV aid is calculated based upon the scheduled number of days in the payment period and either the date 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, and with the exception of a student not returning from an approved Leave of Absence, 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, the 15th day after the last date the student participated in the course as the date of determination. For those students, federal funds will be returned within 45 days from that date.

As mandated by the U.S. Department of Education, 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 payment period. Initial charges may only be adjusted by those changes Northcentral University makes prior to the student's withdrawal (for example, dropping a course unrelated to a withdrawal).

The following Title IV aid programs in which Northcentral University 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, and
- 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:

Order of Distribution

When the Return of Title IV calculation is complete, Northcentral University 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

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

- a student notifies Northcentral University of his intent to withdraw, or
- the institution dismisses the student, or
- the student ceases attending the institution, or
- 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.

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, or
- the date the University dismissed the student

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

Northcentral University performs all Return of Title IV calculations using official software or official worksheets provided by the U.S. Department of Education.

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

Calendar days completed in the payment period divided by the total calendar days scheduled in the payment period, excluding days when the student was on an approved leave of absence or a regularly scheduled break that is greater than 5 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 is required and Northcentral University 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/or that could have been disbursed during the payment period.

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. The institutional charges in the calculation are the charges that were initially assessed the student for courses started within the payment period.

Amount to be Returned

A comparison is performed to determine the amount of Title IV aid which 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 which must be returned to the federal student aid programs. These are the two calculations:

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

The University notifies the student via email regarding the funds which 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 a student must return when the student completes 60 percent or less of the payment period is determined in the calculation.

Post-Withdrawal Disbursement

A post-withdrawal disbursement (PWD) is 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 payment period.

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 date of determination. The offer letter will include:

- Type and amount of Title IV aid funds that make up the PWD
- Type 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 30 days of the letter date
- Instructions that the student or parent must submit the response in writing directly to the Financial Aid Office 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.

Northcentral University disburses loan funds within 180 calendar days of the date of determination. 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 30 days but within 180 days of the date of determination, the Financial Aid Office will disburse funds.

5 - ACADEMIC POLICIES

DISCLAIMER

DISCLAIMER

Although every effort has been made to assure 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 of the campus. More current or complete information may be obtained from the appropriate department, school, or administrative office.

This Catalog is neither a contract nor an offer of a contract. 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. Announcements contained in published materials such as this Catalog are subject to change without notice and may not be regarded as binding obligations for the institution. 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.

PROGRAM, COURSE START DATE

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

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

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

The course outline and syllabus, and the course room page, are available to the student as soon as the Course Registration Information (CRI) is issued. Coursework may not be submitted until the course start date.

Northcentral University 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 RSH (research) courses and acting as Chair of a Dissertation Committee will be decided by School Deans and Research Professors 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 Advisor. In these situations, students

may express preferences for particular faculty members by consulting with their Academic Advisor, but the University has final authority over all teaching assignments.

ATTENDANCE REQUIREMENTS

Attendance Requirements

Northcentral University requires students to be in attendance at least once every 28 calendar days from the last date of recorded attendance. Attendance is officially recorded each Sunday at 11:59 P.M. Arizona time. The student is determined to be in attendance if he or she has:

- Submitted a course assignment on any day during the current week (Monday through Sunday), or
- Participated in an academic-related activity on any day during the current week (Monday through Sunday).

Examples of attendance related activities include, but are not limited to:

- Posting an assignment (e.g., paper, project, etc.) in the Activities section of the online course room (accessible through the Learner Portal)>
- Participating in the Discussion Forum section of the online course room (e.g., commenting on a discussion question posted by the faculty member, providing feedback to another student, etc.), provided that the discussion is related to the course content.
- Initiating contact with your faculty member to discuss course content.

Example 1: The student submits an assignment in one of his or her courses on Monday. The following Sunday, attendance is recorded at 11:59 p.m. The student has satisfied attendance requirements for the current week.

Example 2: The student sends his or her faculty member a Compass message regarding assignment length on Wednesday. The following Sunday, attendance is recorded at 11:59pm. The student has satisfied attendance requirements for the current week.

All students are required to maintain continuous enrollment as defined below:

Initial Course Participation: For each course for which a student is registered, the student must enter the course room and agree, when prompted, to participate in the course and accept financial responsibility for the course. Failure to agree to the prompt within the first 7 days will render the course unavailable to the student. The course will then automatically be dropped, and a "DR" grade will be issued.

Program Attendance: To comply with continuous enrollment, students must be officially recorded in attendance at least once every 28 consecutive calendar days or they may be dismissed from the University.

Refunds

See the Refunds policy for refund information.

Military students may have special circumstances that may inhibit their ability to academically participate on a regular schedule. Such students should contact their instructor, through Northcentral University's messaging system, to establish a schedule for submitting their coursework.

SUBMISSION OF ASSIGNMENTS

The Academic Affairs Committee determines policy and procedures on submission of assignments and causes them to be published in all syllabi.

DROPPING A COURSE

Students may drop a course during the first seven days of the course session. The dropped course will be given a "DR" grade, and will not be counted in the units attempted. The student may replace the dropped course with

another course without charge, provided the replacement course start date is within 14 days of the original course start date. If a replacement course is not requested at the same time as the drop, a drop fee will be charged as indicated in the Tuition and Fees section of the Catalog. If a replacement course is started within 14 days of the original course start date, any drop fee paid will be refunded.

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 seven days are subject to the Withdrawal policy.

Refunds of tuition for a dropped course will be made as described in the Financial Information Section of this Catalog.

SEMESTER CREDIT HOURS

Northcentral University 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.

NORTHCENTRAL UNIVERSITY RUBRIC

The Northcentral University Rubric is an evaluation tool for grading course assignments. Students may view the Northcentral University Rubric by logging into their student portal and going to the Northcentral University Writing Center at http://learners.ncu.edu/writingcenter/dw_template.aspx?wc_id=10.

From the Writing Center home page screen, click on Northcentral University Rubric, located on the left side of the screen, to view the rubric. The rubric is also embedded in the Course Essentials section of every syllabus and can be viewed by clicking on the Essentials tab in each course room.

The Northcentral University rubric is structured for instructors to evaluate course assignments in two ways:

- 70% of each assignment grade represents students' written understanding of course/assignment content, and
- 30% of each assignment grade represents students' ability to convey such understanding in academic format (writing style and convention).

NOTE: The Northcentral University Writing Center also has an online section entitled, "Writing Terms" that explains all the terms used in the rubric.

Grading Scale

The following table shows the percentages of points awarded to the letter grade for Undergraduate and Graduate grades.

Undergraduate		Graduate	
Numerical Points	Letter Grade	Numerical Points	Letter Grade
100.00-94.00	A	100.00-94.00	A
93.99-90.00	A-	93.99-90.00	A-
89.99-87.00	B+	89.99-87.00	B+

86.99-83.00	B	86.99-83.00	B
82.99-80.00	B-	82.99-80.00	B-
79.99-77.00	C+	79.99-77.00	C+
76.99-73.00	C	76.99-73.00	C
72.99-70.00	C-	Less than 73	F
69.99-67.00	D+		
66.99-64.00	D		
Less than 64.00	F		

GRADING POLICY

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, and R and used to calculate a Grade Point Average (GPA) for each student. The University considers a grade of "D" to be the minimum passing grade for undergraduate courses, and a grade of "C" to be the minimum passing grade for graduate courses. Students earning a grade below the minimum must repeat the course or take an alternate course as described below.

Administrative course codes are entered instead of a letter grade when a student does not pay for a completed course, or retakes a course. **Administrative course codes do not contribute to the calculation of the GPA.**

Academic Performance Grades

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:

- 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; and
- Originality and reasoning ability demonstrated in working through assignments.

Grade points are assigned to each of the following grades as indicated and 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 (Satisfactory) denotes satisfactory progress in a dissertation course, practicum or internship. For the Comprehensive Examination course, an “S” can be awarded only if the examination is passed with all four questions receiving a score of 80% or higher. The “S” grade does not contribute to the calculation of GPA.
- U (Unsatisfactory) denotes unsatisfactory progress in a dissertation course, practicum or internship. For the Comprehensive Examination course, a “U” is awarded when the examination is not passed. The “U” grade does not contribute to the calculation of GPA.

Repeating Courses

A student has the option of repeating the course or enrolling in an alternate course of equal credit (if such an alternate is available) that will meet the degree program requirements. The student's Academic Advisor must concur with the course request. Whether the course is repeated or an alternate course is taken, the student will be required to pay tuition for the course and to complete all course requirements.

If an alternate course is taken, the grade for both courses will appear on the student's transcript and both grades will be used in computing the cumulative grade point average.

If a course is repeated, the original course grade will be changed to an "R" (retaken). All courses may only be repeated once without prior approval from the Dean or the Program Chair. A third failed grade in any foundation and/or required course will lead to dismissal.

In his/her current program (as defined by the Readmission Policy), a student may utilize the R grade no more than 5 times. After the 5th R grade is posted, all future grades earned will count towards the student's GPA. For example, should a student retake a course after the 5th R grade has already been posted, 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 Students

- Comprehensive Exam (CMP) - Any student who receives a “U” grade in the CMP course must repeat the course. If the student receives a second “U” in the CMP course, he/she will be dismissed from the University.
- Dissertation (DIS) Sequence - Any student who receives a “U” grade in the DIS sequence must repeat the course. Any student who receives a second “U” grade in the DIS sequence, may be dismissed at the Graduate School Dean's discretion. Any student who receives a third “U” will be dismissed from the University. This applies to *any combination* of three “U” grades in the DIS sequence, whether the three grades are received in the same course or different courses.

Administrative Course Codes

The following Administrative course codes do not contribute to the calculation of the GPA:

Code	Explanation
DR (Dropped)	This course code is assigned when a student cancels his/her participation in a course during the first week of the course session. Dropped courses do not appear on the student's transcript. Students dropping a course are eligible for a full or partial refund in accordance with the University's refund policy.
EXT (Extension)	An EXT may be granted in rare extenuating circumstances. If a grade has been posted, once an extension is approved, the EXT code can replace that grade until a final grade is determined. An EXT is used for administrative purposes only and will be replaced by the final grade.
NG (No Grade)	The Offices of the Provost or Registrar authorize use of this code to indicate a student has been allowed to drop a course without academic penalty after the official 7-day drop period. An NG remains permanently on Northcentral records but does not appear on the student's

	transcript. An NG may be granted in rare extenuating circumstances. Reasons for granting an NG code and the name of the approving party must be fully documented in the student journal and on the NG Grade Form, which is retained in student records.
R (Retaken)	An "R" grade is indicated on the transcript when the student repeats a course and the original grade awarded has been superseded by the later grade.
W (Withdrawal)	The student has canceled participation in the course within the first 71% of the course duration. The last date to cancel and receive a "W" rather than a letter grade appears in Course Registration Information for each course. Students must send requests to withdraw from a course to his/her Academic Advisor using Northcentral's messaging system. Students withdrawing from a course within the first 7 days of a course session, regardless of course length, are eligible for a full refund. No refunds are given on the 8th or subsequent days of the course. If the student elects to repeat the course, full tuition for the retaken course will be charged.
WF (Withdrawal Fail)	The student has canceled participation in the course after the first 71% of the course duration. This grade DOES contribute to the calculation of the GPA
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.

ACADEMIC LEAVE OF ABSENCE

Northcentral University programs are designed to allow students to pursue their educational efforts full-time while managing other responsibilities. Northcentral 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 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.

Requesting an ALOA

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

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

When a Leave request is approved, the Academic Liaison notifies the student, faculty and Faculty Services (if the student is in an active course), Academic Advisor, Registrar, and Student Financial Services. At that time, the

Academic Liaison specifies the length of time approved for the ALOA, and the course start date on which a student must start the next course after the approved ALOA return date.

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

Length of Leave

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

The date specified as the beginning date of the Academic Leave of Absence depends on whether or not the student is currently enrolled in a course or in between courses.

- Students currently enrolled in a course: The ALOA begins on the day after the the date the student last clicked into the course room.
- Students not currently enrolled in a course: The ALOA begins on the day after the student's last course completion date (for most students the completion date is the official end date of the course, but it will be an earlier date for those who complete earlier).

Regardless of whether the ALOA begins while a student is in a course or in between courses, the maximum allowable time out of a course is 90 days. The student must return from their ALOA on a start date such that the 90 day leave limit is not exceeded. Back-to-back requests that comprise more than 90 days of leave total are not permitted.

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

Number of Leaves

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

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

No leaves are permitted for students in Certificate of Advanced Graduate Studies (CAGS) or Non Degree programs.

Access to University Resources during Leave

Students on leave do not maintain access to faculty, electronic Course rooms, or the SmarThinking tutorial service offered in the Writing Center. Other Writing Center resources and the Northcentral Library remain available through the Learner portal.

Return from Leave

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

Students who do not acknowledge acceptance of and payment for a course with the next start date 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 Advisor to begin a course on or before the date specified as the date of return from leave.

MILITARY LEAVE OF ABSENCE

A student may request a Military Leave of Absence (MLOA) online or by contacting his or her Academic 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 conclude more than 90 days after the end date stated on the assignment papers. The return from the MLOA must coincide with a valid course start date.

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

Leave Duration

By default, all students requesting a Military Leave of Absence are granted the longest possible leave without exceeding 90 days beyond their assignment end date. Academic 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.

Example:

Date of MLOA Request	Assignment Start Date	Soonest MLOA Begin Date	Assignment End Date	Assignment End Date + 90 Days	Latest MLOA Return Date*
11/1/2010	12/1/2010	11/1/2010	3/10/2011	6/8/2011	6/5/2011

*The 90 day rule provides the student up to June 10th to return, however, the course start date of 6/5/2011 is the last that occurs before the student exceeds the 90 day limit. Therefore, the student must return on 6/5/2011.

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. When they return from their critical military duty, the student is reissued the course(s), with the same faculty if available. Students on military leave return to their studies without incurring financial penalty.

Additional Guidelines

- 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

SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (SAP) is the standard by which Northcentral University 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 his/her University Student Portal 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 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.

Maximum Timeframe -The Maximum Timeframe to complete the program is measured in credit hours for undergraduate programs and calendar years for all graduate programs. Maximum Timeframe resets for SAP only if there has been a substantial change in program. Refer to the substantial change definition in the Readmission policy for more information.

For graduate programs, time away from the University is counted in the calculation for maximum timeframe. A SAP Appeal will need to be filed for all extensions including time away as well as continuous enrollment whereas the student is within six months of reaching maximum timeframe limit and needs more time to complete his/her degree program.

For undergraduate programs, the Maximum Timeframe to complete the program cannot exceed 150% of the published length of the program. 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. For graduate program time requirements, see the table below.

Program Type	Course Completion Rate	Minimum GPA	Maximum Timeframe
Bachelor's Degrees	No less than 66.66% of total course credit hours attempted	2.0	180 attempted credit hours
Certificate of Advanced Graduate Studies (CAGS) - Master's	No less than 66.66% of total course credit hours attempted	3.0	2 years
Master's Degrees - 36 credit hours or less	No less than 66.66% of total course credit hours attempted	3.0	5 years
Master's Degrees - More than 36 credit hours	No less than 66.66% of total course credit hours attempted	3.0	6 years
Certificate of Advanced Graduate Studies (CAGS) - Doctoral	No less than 66.66% of total course credit hours attempted	3.0	2 years
Doctoral - 60 credits hours or less	No less than 66.66% of total course credit hours attempted	3.0	7 years
Doctoral - More than 60 credit	No less than 66.66% of total	3.0	8 years

hours	course credit hours attempted		
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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 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 Northcentral University 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 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 Provost or designee, the student is considered to be starting a new program. In this case, SAP will restart. See the Readmissions Policy for further information.

Transfer Credits From Another Institution - All accepted transfer credits from another 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 Maximum Timeframe or Program GPA calculations. Undergraduate transfer credits are included in 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 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 Provost or designee, SAP will restart. The substantial change definition remains the same for both readmission and continuing students who wish to change programs. Refer to substantial change section in Readmission policy for more details.

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. All students in Academic Probation status will be placed on an Academic Plan that includes monitoring. If the

student fails to follow the Academic Plan, he/she will be Academically Dismissed. 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. All students in Financial Aid Probation status will be placed on an Academic Plan that includes monitoring. If the student fails to follow the Academic Plan, he/she will be Academically Dismissed and will no longer be eligible to receive financial aid. If SAP is met by the next scheduled evaluation period and the Academic Plan was successfully followed, 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 he/she was 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 the appeal is approved, the current Academic Plan will remain in effect until the next evaluation point. If the student fails to follow the Academic Plan, he/she will be Academically Dismissed and will no longer be eligible to receive federal financial aid. If SAP is met by the next scheduled evaluation period and the Academic Plan was successfully followed, the student will regain Good Standing status and will also remain eligible for federal financial aid.

Academic Dismissal - This status indicates a student was in a probationary SAP period and either 1) did not regain good standing by the next SAP evaluation, and/or 2) did not successfully follow the academic plan. Students may appeal the dismissal to be reinstated to the University. 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 can only change programs one time throughout his/her tenure at the University.

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

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 because he/she is within six months of reaching the Maximum Timeframe and needs more time to complete his/her 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 be reinstated in 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 wishing to appeal for any of these reasons should go to his/her student portal to find the SAP appeal form under the Concerns Management Center or email SAPHELP@ncu.edu to request an appeal form. All appeals are reviewed by the SAP Appeal Committee comprised of the student's Dean, the Provost, and a representative from the Student Financial Services Office. All appeal decisions will be made within 15 calendar days of receipt of the appeal. All appeal decisions are final and students may not submit a second appeal for the same situation without new information or documentation.

For consideration, students should provide the following:

- an explanation and/or document that he/she has suffered from extenuating circumstances such as death of a relative, injury, disability, illness or other special circumstances;
- specific information in the Appeal regarding why he/she failed to meet SAP;
- and an explanation as to what has changed in the student's situation that will allow him/her to achieve SAP by the next evaluation.

NOTE: Dismissal for violations of Code of Conduct, Academic Integrity, or Attendance and Continuous Enrollment are discussed in [Section 8](#) of the Catalog.

CHANGING DEGREE PROGRAMS

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

All degree program changes also require re-evaluation of the student's transcript in accordance with guidelines stated in the Transfer of Credit Policy. If approved by the Transcript Advisor a new degree plan and Enrollment Agreement will need to be signed by the student. The Registrar and Accounting Offices will be notified of the change, including the tuition and fees applicable to the new program.

Students who change degree programs after federal financial aid has been disbursed must be evaluated by Student Financial Services to determine the impact on federal financial aid eligibility. In some cases, the 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.

STUDENT WITHDRAWAL FROM THE UNIVERSITY

Students have the right to withdraw from the University at any time. Northcentral University 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. The Registrar posts a "W" or "WF", depending on whether the last day to withdraw without academic penalty stated in the CRI has passed. The Registrar will notify:

- Student's Academic Advisor
- Student's instructor(s), if withdrawing (receiving a "W") from course(s)
- Accounting Department
- Student Financial Services

Refunds

See the Refunds policy for detailed information.

Readmission

See the Readmission policy for detailed information.

READMISSION

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

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

General Readmission Guidelines

In most cases, upon re-entry, students will return in 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 by returning to the same program, readmission will be denied and the student should consider a different program.

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

Mandatory Program Comparison

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

If the degree plan comparison determines there has not been a substantial change since the student left the University, it is considered a re-entry into the same program. SAP does not restart and all previously taken courses count for purposes of calculating Course Completion Rate, Maximum Timeframe and Program GPA. Calculation of Maximum Timeframe for graduate programs includes time away from the University. A SAP Appeal will need to be filed and approved for all extensions needed for readmission to the same program when the Maximum Timeframe is within six months of being reached and the student needs more time to complete his/her degree program.

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

- withdrew from Northcentral University with 75% or more of the credits completed that were required by their degree program at the time of exit, AND
- are returning within 90 days of their date of withdrawal

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

Definition of Substantial Change

A substantial change is a change to a program that is fundamentally distinct from the program in which the student was previously enrolled at Northcentral University, as evidenced by a change of school or degree type. A student may change to a substantially different program without a SAP appeal only one time per degree level and tenure with the University. However, changing between different doctoral degree types within the same school is not considered a substantial change. Examples of substantial change include:

- Student moves from EdD to MBA
- Student moves from DBA to MBA
- Student moves from MAPSY to MEd
- Student moves from PHD PSY to PHD MFT

In most of these cases, SAP will be reset. There may be cases when a substantial program change is made and a course migrates to the new program. If this occurs, an adjustment to SAP is made rather than resetting it.

A substantial change is not a change in concentration or specialization, catalog change, or a change from a Doctor of Philosophy program to the corresponding professional doctoral degree program offered in the same school or vice versa. Examples of changes that are **NOT** considered substantial include:

- Student moves from PhD in Health Psychology to PhD in Industrial Organizational Psychology
- Student moves from PhD in E-Learning to EdD in Curriculum and Teaching
- Student moves from DBA in Marketing to DBA in International Business

In these instances, an adjustment to SAP is made rather than resetting it. Any course that migrates to the student's current program will be included and calculated for SAP. If a completed instance of the course migrates, then all instances of the course, including failed or withdrawn instances, count for SAP. All changes in specialization or concentration will be evaluated by the Transcript Evaluation Team, in accordance with guidelines stated in the Transfer of Credit Policy.

If it is mathematically impossible for a student to achieve Good Standing for SAP by returning to the same program, then students in these circumstance should consider re-entering a different

program offered by the University. The Catalog contains information for current degree programs offered.

HONOR SOCIETIES

Northcentral University schools hold membership in honorary societies listed below. Acceptance into these programs is based on academic excellence.

All Schools: Golden Key International Honor Society

- Membership is by invitation only to all Northcentral University students who perform in the top 15%.
- Eligibility is determined by Grade Point Average (GPA) and number of credits completed.
 - Minimum GPA of 3.8 on a 4.0 scale
 - Must have completed at least five courses
- Additional information is available at www.goldenkey.org

School of Education: Kappa Delta Pi

- Chapter membership is based on a 3.8 grade point average in at least five courses.
- An installation ceremony is held once a year at graduation.

School of Business: Delta Mu Delta, "Through Knowledge, Power"

- Delta Mu Delta is an honor society only open to ACBSP accredited schools.
- Invitation to the student is offered by the School of Business
- An installation ceremony is held once a year at graduation.
- Eligibility for Active students on or after April 9, 2007.
- Undergraduate degree students have to be in the top 20% of the junior class.
- Master's degree students have to be in the top 20% of the class at the completion of 75% of the program.
- Doctoral students in the PhD or DBA programs have to be in the top 20% of the class after the completion of the comprehensive exam 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 <https://sites.google.com/site/ncudeltamudelta/>.

School of Business: Alpha Phi Sigma

- Alpha Phi Sigma is the only National Criminal Justice Honor Society for students in the fields of criminal justice, homeland security and criminal justice related fields.
- The Society recognizes academic excellence of undergraduate and graduate students of criminal justice/homeland security specializations.
- Alpha Phi Sigma is well represented in the professional ranks of all areas in the criminal justice field.
- Undergraduate students shall be enrolled in Northcentral University 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.

6- ADMINISTRATIVE POLICIES

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 Northcentral University meets the licensing requirements of their local states, school districts, professional associations or agencies. Northcentral University cannot provide assistance to a student regarding the interpretation or understanding of a state's licensure requirements.

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, emails, etc. 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

Northcentral University 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, Northcentral University must take special measures to assure the confidentiality of the information is protected. A privacy statement appears on the Web sites that explains what information Northcentral University may collect through our web sites, why Northcentral University collects such information, how the information is protected and the choices stakeholders have about how Northcentral University uses the information.

The University has the obligation to safeguard this information and to ensure the stakeholders are protected.

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 Northcentral may disclose to third parties without receiving prior written consent from the student.

Northcentral University 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 has enrolled at the University, including:

- Active students currently enrolled in a program
- Former students and Alumni

Procedure to Inspect Education Records

Students have the right under FERPA 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 Registrar. The request should identify as precisely as possible the records the student wishes to inspect. 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. Records will be mailed to the student via United States Postal Service with a return receipt.

Education Records

Records directly related to a student and maintained by the University or by a party acting for the University, including:

- Transcripts
- Journal entries and other records of significant contact with a student
- Homework
- Messages exchanged via the University's course Messaging system

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. Not included under FERPA are private notes of individual staff or faculty which are not kept in Northcentral University students' records.

Disclosure of Educational Records

Northcentral generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student's prior written consent to the following individuals or institutions or in the following circumstances:

- Northcentral officials who have been determined by the school to have legitimate educational interests in the records. A school official is:
 - a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
 - a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.
- Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for Northcentral has a legitimate educational interest.
- Certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
- In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting commissions or state licensing or regulatory bodies to carry out their functions.
- Parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
- In compliance with a judicial order or lawfully issued subpoena.
- Appropriate parties in health or safety emergencies.
- Officials of another school in which a student seeks or intends to enroll.

- An alleged victim of a crime of violence or a no forcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.
- Persons in addition to the victim of a crime of violence or no forcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The school, in such instances, may only disclose the name of the perpetrator, not the name of any other student, including a victim or witness, without the prior written consent of the other student(s)).
- A parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
- Directory information (as defined below).
- Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include and Northcentral University will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran's status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to Northcentral officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), Northcentral will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

Directory Information

Northcentral designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student's consent):

- Student's name
- State or Country of residence
- Program of study
- Dates of attendance
- Degrees, certificates and awards granted
- Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
- Undergraduate year

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

Non-Directory Information – The following information may not be released without the prior written consent of the current or former applicant or student (except as described under “Third Party Access Without Prior Consent”):

- Address (postal or email)
- Date of birth
- Disability
- Gender
- Grades
- Grade-point average (GPA)
- Student identification number
- Parent or family information
- Personal identification number (PIN) or password
- Phone number
- Race
- Religion
- Social Security Number

Notice of these categories and of the right of an individual in attendance at Northcentral to request that his/her directory information be kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar, Northcentral University, 10000 E. University Drive, Prescott Valley, AZ, 86314. Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.

Correction of Educational Records

Students have the right under FERPA to ask to have records corrected, which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

- A student must ask the Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
- Northcentral may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
- Upon request, Northcentral will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of Northcentral University. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by other people, including an attorney.
- Northcentral will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.
- If, as a result of the hearing, Northcentral decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.
- If, as a result of the hearing, Northcentral decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the

student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.

- If a statement is placed in the education records of a student under paragraph 6 above, Northcentral will:
 - maintain the statement with the contested part of the record for as long as the record is maintained; and
 - disclose the statement whenever it discloses the portion of the record to which the statement relates.

Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by Northcentral University to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605
1-800-USA-LEARN (1-800-872-5327)

7 - ETHICAL CONDUCT

CODE OF CONDUCT

Northcentral 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.)

Northcentral 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 five 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 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.

Faculty and team members involved in the purported Code of Conduct violation(s) have a responsibility to report such incidents to the Office of Compliance Management by submitting a completed Suspected Code of Conduct Violation form.

The Office of Compliance Management will investigate the incident and complete and investigative report. The Suspected Code of Conduct Violation Form and the investigative report will be forwarded to appropriate leadership. If it is determined, that an individual will be charged with a violation, the individual will have the ability to respond to the charge in writing and address a committee as part of the due diligence.

PROCEDURE: Responding to Alleged Violations of Code of Conduct

Responsibility	Action
Faculty and/or Team Members	1. When a violation is alleged, complete the Suspected Code of Conduct form and forward it to Office of Compliance Management.
Office of Compliance Management Investigator	2. Initiate investigation of alleged violation.
	3. Completed investigative report and forward it and the Suspected Code of Conduct Violation Form to the appropriate Dean.

Dean	4. Review the Investigative Report and supporting documentation. Within 5 days of receiving Investigation Report and materials, authorize one of the following subsequent courses of actions as appropriate.	
	<i>IF:</i>	<i>THEN:</i>
	<ul style="list-style-type: none"> The investigation of the allegation is not substantiated 	<ul style="list-style-type: none"> Take no action.
	<ul style="list-style-type: none"> The investigation of the allegation proved substantiated but does not warrant a formal charge (NCU has an official Warning Letter) 	<ul style="list-style-type: none"> Send a Warning Letter to alert the offender that continued or similar behavior in the future may result in a formal charge of violation of the Code. Send communication in hard copy, by Compass Message, and by personal email if available. Place the Warning
<ul style="list-style-type: none"> The investigation of the allegation proved substantiated and warrants a formal charge due to the seriousness and/or repeat violations (NCU has an official Charging Letter) 	<ul style="list-style-type: none"> Send a Charging Letter to inform the offender of the charge. Send communication in hard copy, by Compass Message, and by personal email if available. Provide the policy, details of the offense, and rebuttal directions. 	

Student	<p>5. If you choose to respond to the Charging Letter, you must do so within 10 days of the date of the Charging Letter:</p> <ul style="list-style-type: none"> • Response must be in writing to the Dean. • Response should include details regarding your position on the charge(s) as specified in the letter • If the individual would like to address the Student Code of Conduct Committee, that desire must be stated in writing along with a contact telephone number. • The individual will have the first 10 minutes of the meeting to state their position verbally. (The time is not intended for open discussion but the individual should be prepared to answer questions posed by the Committee in clarifying the events. • Once completed, the call will be terminated and the Committee will discuss. 	
Code of Conduct Committee	<p>6. Evaluate relevant documentation and render a final decision in writing, including the appropriate sanction(s).</p>	
Dean	<p>7. Write a letter to the individual informing him/her of the outcome and have it delivered in hard copy, by Compass Message, and by personal email if available.</p>	
	<p>8. Place a copy of the notification letter in the student record and send copies to the Registrar and Office of Compliance Management.</p>	
	<p>9. Notify the appropriate area(s) to ensure the Committee's decision is enforced.</p> <p>DECISION IS FINAL: All Committee decisions are final and there are no additional appeal provisions.</p>	
	IF Committee determines:	THEN:
<ul style="list-style-type: none"> • Expulsion is the appropriate sanction for the behavior 	<ul style="list-style-type: none"> • Automatically escalate the recommendation for a second review to Executive 	

ACADEMIC INTEGRITY

Northcentral University's Commitment to Academic Integrity

Northcentral University is committed to supporting students and faculty in understanding and applying standards of Academic Integrity. The University is also committed to taking appropriate steps to ensure these standards are met, including:

- using an industry-recognized text matching service to screen student assignments;
- requiring all students to complete an [Academic Integrity Questionnaire](#), preferably within 30 days of starting and no later than the end of their first course;
- providing materials about Academic Integrity on the Student and Faculty Pages.

Northcentral University considers it a serious violation of Academic Integrity to plagiarize one's work, even unintentionally. The key to Academic Integrity originates in the writer's choices on how to divide his or her voice from the voices of others. Intentional plagiarism can be defined as appropriating the words or ideas of someone else and passing them off as your own. Intentional plagiarism can include:

- 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.

Unintentional plagiarism is the accidental appropriation of the work of others due to a lack of understanding of documentation conventions. However, this misuse of sources is still considered a violation of Academic Integrity. Northcentral's response to such violations may range from requiring a student to rewrite a paper to permanently dismissing a student 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:

- discussion postings
- exams
- signature assignments
- course papers
- comprehensive exams
- written assignments using outside source information
- dissertation documents (concept papers, proposals and final reports)

Use of Text Matching Service

For each course, instructors must process at least one assignment of their choosing through the text matching service Web site. Instructions on how to use the text matching service are available from the Faculty Page. Some courses may not require coursework that is appropriate for evaluation through the text matching service. Therefore, the Dean of each School is authorized to grant exceptions to this requirement for these courses or as appropriate. In addition:

- every comprehensive exam must be processed through the text matching service;
- every dissertation proposal and final dissertation 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

Self-plagiarism

Self-plagiarism is the act of presenting one's previously used work as an original work in subsequent assignments 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. Northcentral University 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.

ACCEPTABLE USE OF INFORMATION TECHNOLOGY

Through the student portal, Northcentral University 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 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 Northcentral facilitated access to student or faculty portals, e-mail, or the Internet may be denied access 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 portals, computer systems, phones, email, the network, network resources, and University Internet and Intranet connections.

Northcentral 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 Northcentral business. Irresponsible use reduces their availability for critical business operations, compromises security and network integrity, and leaves Northcentral open to potentially damaging litigation. All use of the Northcentral University IT resources must be in support of business, education, and research consistent with the purposes of Northcentral University. 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 Northcentral University'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 Northcentral University 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 Northcentral Information Technology Department.
- Anytime team members leave their desks/work area, they shall lock their desktop/PCs (in windows contrl+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 Northcentral information, especially Northcentral 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 Northcentral University Web sites for product advertisement, except those endorsed by the University, is prohibited.
- Any use of the Northcentral University Web sites for political lobbying is prohibited.
- All communications accessible via the Northcentral University Web sites, such as the Bulletin Board, Discussion Forums and any other communication tools, will reflect professionalism, respect for others and appropriate language.

Copyright Infringement

All users should be aware that any information, software, or graphics on the Internet may be protected by federal copyright laws, regardless of whether a copyright notice appears on the work. Licensing agreements may control redistribution of information from Northcentral'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.

Northcentral University 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 P2P file sharing or unlicensed CD's and DVD's;
- Posting or plagiarizing copyrighted material; and
- Downloading copyrighted files which the user has not already legally procured

FAIR USE OF COPYRIGHTED MATERIAL

The Northcentral University 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. Northcentral University reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

INSTITUTIONAL REVIEW BOARD (IRB)

Ethical Principles

It is the responsibility of the individual investigator to ensure that appropriate ethical principles are adhered to in the conduct of research involving human subjects. The investigator is responsible for the ethical treatment, and prevention of negligent treatment of research subjects by anyone involved in the research process. The University is guided by the ethical principles regarding all research involving human subjects as set forth in the report of The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research entitled Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. Researchers must be cognizant of the ethical principles of their individual disciplines. The primary ethical principles that must be considered in all research involving human subjects include:

1. Ensuring the participation of human subjects is voluntary, occurring as a result of free choice, without compulsion or obligation, based upon disclosure of relevant information in a clear, concise, and understandable way;
2. Protecting the subjects from physical and mental discomfort, harm, or danger;
3. Designing projects with the intent that the knowledge gained will benefit the subjects and/or a larger community and outweigh any risk to the subjects;

4. Conducting research in a fair and equitable manner, so that selection of subjects does not overburden, over utilize, unfairly favor or discriminate against any subject population;
5. Honoring commitments made to subjects, contributors, or collaborators in a research project relative to its design and the confidentiality of any information about subjects gathered during the investigation.

Scope of Review

Research investigators at the University must submit an application to the IRB for review and approval. This applies to research in which research participants are directly involved as well as research that indirectly uses data from human subjects such as survey archives or existing records. IRB review does not apply to classroom research activities such as a required interview or observing a group. IRB review does not apply to University institutional research activities undertaken for the purposes of program review and improvement.

The IRB shall prepare an application form and may modify the application form at any time. The form shall be accompanied by materials requested by the IRB including descriptions of research procedures, stimulus materials, instructions to subjects, and informed consent forms.

Based on the review, the IRB may approve the project for a one year period, disapprove, or require appropriate modification of a proposed research project. The IRB shall furnish the investigator with written notification of its decision. If a proposal is disapproved, reasons for the disapproval shall be supplied to the investigator; the investigator shall be informed of opportunities to submit written materials to the IRB and/or attend a meeting of the IRB. Notification of the IRB decision shall be in writing and submitted to the investigator via e-mail. Investigators may request a printed and signed copy of the IRB decision.

The IRB has the authority to ensure that an approved research is being properly conducted. If a project takes longer than one year, the investigator must submit a request to continue the project. The IRB may suspend or terminate a research project if it determines that the original conditions for approval have changed (e.g., there have been unanticipated risks to subjects or the investigator altered the research procedure without approval).

The investigator has the responsibility to request IRB approval of any substantial changes in a previously approved research procedure. The investigator has the responsibility to inform the IRB of any unanticipated risks or adverse effects to participants that occur during the conduct of the research.

All research conducted under the auspices of Northcentral University --- including all research for doctoral dissertations, all research conducted by faculty or other employees, and all research conducted by faculty who hold the University as their primary affiliation --- must be approved by the Institutional Review Board prior to any collection of data. Failure to comply with this rule will result in dismissal from the University.

8 - STUDENT RIGHTS AND 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.

Terms Governing Degree Programs

The Sections entitled "Types of Degree Programs Offered" and "Admission Requirements" from the current online catalog, in effect at the time of enrollment, are the official sources and permanent references governing the terms of a student's enrollment.

Northcentral University recommends that students keep a copy of the catalog for their records. The University reserves the right to change policy and procedures at any time. If the University does change policy and/or procedures, students will be notified via the Current Announcements section which appears at the top of the student Web site homepage screen.

TIME LIMITS FOR DEGREE COMPLETION

Graduate students who are within six months of reaching the maximum time limits stated below and need more time to complete his/her degree program may file a Satisfactory Academic Progress (SAP) appeal by following the procedures given in the Satisfactory Academic Progress policy. Maximum Time Frame extensions are determined on a case-by-case basis and are granted only once.

For undergraduate programs, the Maximum Time Frame to complete the program cannot exceed 150% of the published length of the program. 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. For graduate program time requirements, see the table below.

Degree or Certificate Program	Maximum Time to Complete
Certificate of Advanced Graduate Studies (CAGS) - Master's	2 years
Master's / 36 Credits Required	5 years
Master's / More Than 36 Credits Required	6 years
Certificate of Advanced Graduate Studies (CAGS) - Doctoral	2 years
Education Specialist (EdS)	5 years
Doctoral / 60 Credits or Less Required	7 years
Doctoral / More Than 60 Credits Required	8 years

APPEALING A FINAL GRADE

A student may appeal a final course grade issued by a faculty member. The appeal must be made through the appeals link on the Student Portal to the faculty member from whom the grade was received. Appeals must be submitted no more than 10 business days after the student received notification of the final course grade. All

appeals are reviewed by the applicable School Dean. The appeal decision made under the authority of the Dean is final.

PROCEDURE: APPEALING A FINAL COURSE GRADE

Responsibility	Action
Student	<p>1. Appeals must be submitted no more than 10 calendar days after the student receives notification of the final course grade. Go to the Student Portal and click on the Grade Appeal Link inside the Ombuds box. _</p> <p>a. Provide the required information, including the reason for the appeal and the remedy or resolution being requested.</p> <p>b. Click on Submit.</p> <p>Notification - When an appeal is submitted, the student receives an automated message confirming submission. The applicable faculty member and the Dean also receive notification.</p>
Faculty Member	<p>2. On receipt of notification, review the appeal and input your comments, within 5 business days.</p> <p>Notification – When the faculty member submits his or her response to the appeal, the School Dean receives notification instructing them to review the response. The student also receives a copy of faculty member’s response.</p>
Dean (or Designee)	<p>3. On receipt of faculty member input regarding a grade appeal, review the corresponding appeal and input your decision, within 5 business days.</p> <p>Notification - When the Dean submits his or her decision, the faculty member, Registrar, and the Academic Advisor receive a notification to take appropriate action, if any. The student receives a message informing him or her of the final appeal decision.</p>

APPEALING ACADEMIC DISMISSAL

Responsibility	Action
Student	<p>1. As soon as possible following notification of dismissal, contact your Academic Advisor for instructions and a web link for submitting an appeal.</p> <p>NOTE: Dismissal of a Doctoral student for failure to meet requirements of the Dissertation Review Process may NOT be appealed.</p>
	<p>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.</p>

	<p>3. Submit the appeal electronically <i>within ten calendar days of notification</i> of dismissal. Once you have initiated an appeal, do <i>not</i> contact your Academic Advisor or School Dean.</p>
	<p>4A. Student Does Receive Financial Aid – The system sends an alert to the Academic Advisor, School Dean and the Director of Financial Services. Proceed to Step 5.</p>
	<p>4B. Student Does Not Receive Financial Aid – The system sends an alert to the School Dean and the Academic Advisor. Proceed to Step 6.</p>
Director/Financial Services	<p>5. Contact the School Dean as soon as possible to assist in evaluating the student's circumstances.</p>
School Dean	<p>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 Advisor.</p> <p>Dismissal Appeal Approved – An alert also goes to the Registrar.</p>
Registrar	<p>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.</p>
Student	<p>8. The Dean's decision is final. End of Procedure.</p>

ADMINISTRATIVE DISMISSAL

Students who violate the University's student Code of Conduct and/or Academic Integrity policy may be subject to immediate administrative dismissal.

Students who have been dismissed due to a violation of the student Code of Conduct or Academic Integrity policy, or due to any other legal or ethical matter, do not qualify for readmission to Northcentral University.

Students in violation of the University's Attendance policy may be withdrawn. Dismissal of students who fail to meet their financial obligations to the University is handled by the Accounting department.

The student Code of Conduct, Attendance policy, and a summary of the Academic Integrity policy are published in the Catalog. Complete information concerning Academic Integrity is provided on the student Portal.

Appeals

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.

GRADUATION

Graduation Audit

To assure that all requirements of the program, degree, and specialization, as well as those of the University, are met prior to conferring the degree, a Graduation Audit will be performed in response to a student's Graduation Request.

The student submits the request to graduate electronically which sets an alarm for the Academic Advisor. The advisor then verifies that all requirements have been met to earn the degree.

For all students, degree requirements include:

- 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 of admission from an appropriately 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
- For doctoral students, degree requirements also include:
 - A minimum of 48 credit hours of graduate instruction must be completed through Northcentral
 - Satisfactory completion of a Comprehensive Exam
 - University Approval of Dissertation Manuscript and successful completion of the Oral Presentation or Defense
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy

Once the advisor has approved the request, an alarm is set for the Accounting Department which then verifies that all fees are paid. When approved by Accounting, the Registrar receives an alarm to issue the diploma.

Date of Graduation

The student is responsible for submitting a Request to Graduate form when they take the last course in their program. This will initiate the graduation audit.

A student's degree program completion date is the date the last course in the program was completed. This date will be used as the student's date of graduation.

A course completion date is the date a faculty member's online grade submission is posted.

The current graduation calendar and general information about the Northcentral University graduation process and ceremony schedule can be found at <http://www.ncu.edu/northcentral-global/consumer-information/schedule>.

The graduation calendar for Northcentral University for the next two years is as follows:

2013 June 8

2014 June 7

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 Northcentral University 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

Graduation Ceremony, Diplomas, Diploma Covers

Students may order their regalia from the Northcentral University Web site, which provides a link to the regalia company.

Diplomas and diploma covers will be sent to graduates upon completion of the graduation approval process.

To participate in commencement activities:

- Bachelor's degree students must have all but 12 units completed by April 1 with a GPA of at least 2.0.
- Master's degree students must have all but 12 units completed by April 1 with a GPA of at least 3.0 and be enrolled in the final course by April 1.

- Doctoral students must have an oral defense scheduled or completed by April 1.

Dissertation of the Year Award

Each year, Northcentral University recognizes high scholarly achievement among its doctoral students by honoring one or more authors of outstanding dissertations. The author(s) of the Dissertation of the Year are invited to attend that year's graduation ceremony to be honored for their achievement, with remuneration in the form of up to \$1,000 in the author's travel and lodging expenses paid by the University.

Eligibility

Graduates who have completed their dissertation paper and completed their oral presentation by March 31st of the current academic year are eligible for the Dissertation of the Year award.

Example: Dissertation must have been completed and approved between April 1st of 2008 and March 31st of 2009 for a 2009 nomination.

To be eligible for the current year, nominations must be submitted to the Office of the Provost by May 1st.

Nominations may be made by any Dean, faculty member, or Academic Advisor. To nominate a dissertation for this award, a letter referencing the dissertation and indicating why it might merit an award should be addressed to the Provost.

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 appeal and/or grievance. A grievance may not be filed if other avenues such as filing a "Concern" or an "Appeal" are available to the student.

Escalation Procedures

Students are encouraged to attempt to resolve all concerns informally and at the lowest levels possible prior to escalation. Escalation procedures support timeliness, quality, accountability, and ensure that the appropriate levels listen 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.

Support services include but are not limited to the coordination and collaboration with required team members in pursuit of an student's required response. Students, who escalate matters prematurely, will see that their concerns are re-routed through the escalation process in accordance with this policy unless it is determined through review that the matter is best addressed at higher levels.

Expected Escalation Levels for Resolution

1. Academic Advisor/ Financial Services Advisor/ Faculty
2. Academic Liaison Associate Director of Student Services

(Note: Dissertation Students are required to work through problems and concerns with their Committee Chair. See the Dissertation Handbook for guidance in these matters. If a student is unable to resolve an issue with the Chair regarding dissertation protocols, then the student may use these resolution methods.)

3. Student Submission of Electronic "Concern": Auto-routed to Functional Team Leaders for resolution. (Note: Simultaneously, the "Concern" is routed to the Office of Compliance Management for review and alternate routing if necessary including the escalation of a concern to a grievance level complaint.)
4. Grievance: A grievance is a formal complaint that has not been resolved at other levels within the University. Note: Being adequately addressed does not mean that the decision was necessarily made in the student's favor. It means that the matter is afforded due diligence and is adjudicated in accordance with ethics, academic integrity, policies, regulations, and laws.
5. Appeals of final grades must use the appeal process defined in "Appealing a Final Grade" in the Northcentral University Catalog. Review carefully the directives on appeals as often the decisions of Deans in these matters are not grievable. (Note: 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.)

Adjudication

Formal grievances are reviewed by the appropriate senior leader (i.e., the Chief Academic Officer and Provost for all academic decisions) and are considered final. Students can locate the “Concerns” link on the Student Portal.

Students may not grieve the stated or published policy of Northcentral University,.

Students may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details.

PROCEDURE: FILING A CONCERN

Responsibility	Action
Student	<p>1. Complete the “Concerns” link on the Student Portal once other informal methods of resolution have been exhausted. Be specific when completing the online Concern screen with the following information:</p> <ul style="list-style-type: none"> • The complaint • Other methods of resolution that have been used unsuccessfully to resolve this issue • Description of events leading to the grievance; • Remedy or resolution being requested. <p>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.</p> <p>Automated Alarm/Confirmation - Upon submission of a Concern, it is auto-routed to the appropriate functional team leader as selected by the student during the form completion process AND to the Office of Compliance Management. An email confirming submission of the Concern is sent to the student.</p>
Office of Compliance Management	<p>2. Review the submission and determine:</p> <ul style="list-style-type: none"> • additional parties at the functional level that should participate in the review and resolution • based on the escalation protocols, if the matter should be escalated to the Office of Compliance Management for investigation

8 - STUDENT RIGHTS AND RESPONSIBILITIES

3. If OCM determines escalation is appropriate, assign an investigator, open a case file, and conduct an investigation.
4. Contact the student to determine understanding of the matter and to attempt informal closure. If that is not possible, continue the investigation.
5. Send results to the appropriate senior leader (i.e., the Chief Academic Officer and Provost) for review and adjudication.
6. Communicate the decision to the individual within 20 days (including weekends). Send communications via hardcopy letter, the Compass messaging system, and personal email if one is available on the student record. Investigation Requires More Than 20 Days – If execution of proper due diligence requires more than 20 days, maintain regular contact with the student to ensure he/she is aware of the status of the investigation.
7. Provide copies of the communication to NCU departments as appropriate and place a copy of the letter in the student's journal. Decisions made at this level are final and cannot be grieved nor appealed.

NOTE: If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is: 1400 W. Washington, Room 260, Phoenix, AZ 85007, Telephone: (602) 542-5709, Web site: www.ppse.az.gov.

9 - STUDENT SUPPORT SERVICES

ENROLLMENT SERVICES

Enrollment Services is comprised of:

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

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

STUDENT SUCCESS TOUR

The Student Success Tour is located under the heading "For New Students" on the Student Portal. Students may also contact their Academic Advisors with questions about navigating their Student Portal and Course Pages.

ACADEMIC ADVISING

Academic Advisors, working in program-related teams, provide students with academic 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 Advisors assist students with understanding policy and procedure that affect students' academic experience. Information about contacting Academic Advisors is found on each Course Registration Information (CRI) issued upon registering a student in a Course at Northcentral University. The contact information for Academic Advisors is listed on the right hand side of every student Portal.

DISABILITY SERVICES OFFICE

Student Rights

Northcentral University 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.

Goal of 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 can not 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 Northcentral University policies, including admissions, academics or financial

Northcentral University 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 completed medical documentation must be received by the Disability Services Office 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 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 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 Northcentral University 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 DisabilityServices@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].”

Grieving an ADA Accommodation

A student may grieve the ADA eligibility decision, the reasonable accommodation offered by the University, and/or the administration of the accommodation. In the event the concern cannot be resolved informally, students have the ability to initiate a formal grievance. Grievances must be submitted no more than 10 business days after the student receives notification of the ADA accommodation decision or within 10 business days of the date the course is closed. The latter is designed to address any classroom issues prior to the close of that course. To request information on how to complete the grievance process, please contact DisabilityServices@ncu.edu (not case sensitive).

The ADA Grievance Review Board (AGRB) will consist of a minimum of three committee members, including a Dean, the Director of Student Records, and the Director of Student Services. If the student 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 grievance decision made under the authority the AGRB is final.

PROCEDURE: GRIEVING AND OBTAINING AN ADA ACCOMMODATION

Responsibility	Action
Student	<ol style="list-style-type: none"> 1. Northcentral University students should make every attempt to resolve concerns at the lowest levels possible. As a precursor to submission of a formalized grievance, students are asked to contact the ADA Program Coordinator first to collaborate on an effective and timely resolution. 2. The grievance submission begins when the student contacts the ADA Program Coordinator to initiate the grievance procedure. 3. Included in the grievance, the student will need to request to address the AGRB directly and provide a contact number. The student will have the first 10 minutes of the AGRB hearing to make a statement and to answer

	<p>any questions from the AGRB. The allotted time is not to engage in dialog but rather for the student to make a statement. At the end of the 10 minutes, the student's call will be ended and the AGRB will continue the hearing.</p>
<p>Disability Services</p>	<ol style="list-style-type: none"> 4. Contacts AGRB members and sets a hearing date. 5. Conduct a comprehensive investigation regarding the allegation. 6. Prepare a formal written report including interviews, systems research, and any supporting documents for presentation to the AGRB. 7. The ADA investigator will present the case to the AGRB members and respond / research questions from the AGRB. 8. Contacts the student to inform him/her of the AGRB hearing date and time.
<p>Grievance Board</p>	<ol style="list-style-type: none"> 9. The AGRB Board can ask ADA investigator to gather and/or answer additional questions that come from discussion and review of said materials, which supports clarity of review procedures and oversight. 10. A communication from the AGRB Board will be sent to the student and the ADA Program Coordinator, notifying the student of the decision within three business days of the date of the meeting.

EDUCATIONAL MATERIALS AND RESOURCES

Obtaining Required Texts

Appropriate textbooks, course syllabi, and course outlines are used for each course. Required texts are indicated in the course syllabus by title, author, publisher, and ISBN. Students are responsible for purchasing textbooks and course materials that match the syllabus they are issued for each course. Note: required textbooks or other readings are not eligible for interlibrary loan in the Library.

It is students' responsibility to make sure they purchase the primary textbook(s) and or other course materials and resources required in the syllabus the student is issued. Students must determine from their course pages what course materials are required. Northcentral University may have more than one version of a particular syllabus issued to students. Northcentral University is not responsible for student purchases of course materials that do not match assigned syllabi. The following disclaimer appears on all pages on the student course information page related to course resources, as well as in all Northcentral University syllabi and on the Northcentral University bookstore site.

Please make sure that you purchase the primary textbook(s) that match the syllabus you are issued. Please let your assigned instructor know through the Northcentral University messaging system what text(s) you have purchased. Northcentral University is not responsible for student purchase of books that do not match assigned syllabi.

Northcentral University's online textbook supplier is Ed Map. Click on the course number on the student page, then click on the Books or Resources tab to order the correct book and edition for each course. Be sure to verify the resource and edition purchased correspond with the resources listed in the syllabus assigned for the course. All students will be required to register to use the Ed Map site and will be required to set up a password for their Ed Map account. Ed Map provides international shipping and expedited shipping in the United States. Students having difficulty finding required textbooks and course materials may contact his or her Academic Advisor or email bookstore@ncu.edu for assistance.

International students are cautioned that surface mail from the United States may take several weeks for delivery. It is recommended that students register in plenty of time to receive the appropriate primary resources for their course by the course start date. Exploring the best resource for textbook delivery is an important task before enrolling in the first course with Northcentral University.

Northcentral University Library

The Northcentral University Library is a department within the University that is committed to supporting the academic research needs of students, faculty and staff. The Library does this by providing key resources and services such as databases, reference and interlibrary loan service, and instruction. Detailed information about the Library is outlined below.

General Services Provided by the Northcentral University Library

- **Research Databases** - Access to databases containing journals, magazines, newspapers, e-Books, dissertations, financial reports, and other information resources critical to learning and research are available in the Library.
- **Interlibrary Loan Service (ILL)**- Students needing articles, book chapters, and books (conditions apply – see link to Library policies below) outside the Library’s collection can submit an interlibrary loan request. Students can register for the ILL service by clicking the “Request Interlibrary Loan Items” link on the Library homepage.
- **Ask a Librarian** - The "Ask a Librarian" reference service assists students with research questions. Students can click the Ask a Librarian link conveniently located at the top of the Library website to submit a question. Reference questions are answered promptly. **Library Workshops** - Students can attend live workshops that introduce them to library resources and services. A schedule of events is published on the Library site and student announcement area. Students can register for workshops from the Library Workshops Schedule area, or if attendance to an event is not possible, recorded workshops are available from the Learn the Library page in the Library. Students are strongly encouraged to attend or view a Library workshop prior to beginning coursework.
- **Library News Blog** - The Northcentral University Library News Blog provides timely information, tips, and research strategies. Blog announcements appear on the student portal and the Library’s website.

Students can contact the Northcentral University Library by phone at 888-628-1569, by email at library@ncu.edu, or by visiting the Library homepage and using the Ask a Librarian. For more information regarding Library policies, students can go to the [Library policies page](#).

ACADEMIC SERVICES

Academic Services

Center for Faculty Excellence

The mission of the CFE is to inspire and support Northcentral faculty in providing meaningful and powerful learning experiences that help students achieve academically and become valuable contributors to their communities and within their professions.

Instructional Design Services

Instructional designers work with content experts in the Schools to develop the highest quality syllabi with our instructional technology, creating a dynamic learning environment.

Writing Center

Northcentral University's Writing Center houses a wide range of academic success materials for students and faculty, including: the Northcentral University Rubric, the foundation of Northcentral University’s vision of academic excellence; the Writing Handbook, a guide to the Northcentral process approach to writing that addresses all phases of writing a paper, from topic selection, through revising drafts, to completing a polished paper; and resources on time management, academic integrity, APA style, writing fundamentals, and critical reading and thinking. Links to the Writing Center are located at the top of each student and faculty page and in the Northcentral University Library.

The Writing Center is also the student access point to **Smarthinking**, an online tutoring service that offers assistance in writing, statistics, accounting, ESL, and other subjects. **Smarthinking** offers scheduled and drop-in sessions and partial review of papers.

STUDENT AND ALUMNI SERVICES

These groups are responsible for maintaining contact with students to ensure that non-academic issues and concerns are addressed, allowing students to focus on course and program completion.

Alumni Services - The University maintains contact with University Alumni through the Alumni Web page, the Ambassador Program and participation in the University's Graduation Ceremony.

Disability/ADA Services - In compliance with the Americans with Disabilities Act, Northcentral University 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.

Student Financial Services - The student Financial Services staff provides general information regarding funding options available at Northcentral University to both prospective and current students. The staff follows federal guidelines regarding Cost of Attendance, Entrance and Exit Counseling, and certifying private alternative loans. Financial Services staff maintain a working relationship with lenders and file all reports as required and requested.

Registrar - The Registrar maintains all student academic records, provides unofficial and official transcripts of course work as is needed and requested by the student, and upgrades the student's records to reflect change of address and other personal information. The Registrar oversees enrollment reporting and certification of enrollment to external entities as requested and required. The Registrar issues the appropriate diploma as required.

GRADUATE STATUS, PROGRAMS AND SERVICES

A graduate is a student who was awarded a degree from Northcentral University.

Job Placement Assistance

Northcentral does not offer job placement assistance and cannot guarantee job placement upon program/course completion or upon graduation.

Ambassador Program

The Ambassador Program provides an important service for potential students. Ambassadors volunteer their insight and share their positive experiences while they attended Northcentral University with prospective students who are researching online programs. There will be no compensation for this voluntary service to the University.

Northcentral University Alumni must meet the following requirements to serve as a Northcentral University Ambassador:

- Have earned a degree from Northcentral University and be classified a Northcentral University Alumnus
- Be willing to provide contact information and communicate with prospective students as requested
- Be willing to update personal contact information as needed
- Understand the University's mission, vision and values, as:
 - reflected in prior and current positive interaction with peers, staff, faculty, and administration, and
 - demonstrated by his/her School's recommendation. (Academic Advisor, faculty member, School Dean, Provost, or President)
- Complete an application including a recommendation field to be completed by a designated University staff member
- Understand that they will be serving at the discretion of the University

NORTHCENTRAL UNIVERSITY TRANSCRIPTS

Official Transcripts

One sealed, official transcript will be sent along with the diploma or certificate at no charge.

The student must request additional copies of official transcripts from the Registrar by completing the "Transcript Request Form" which is located on the student portal, NCU website or from the Office of Student Records. The Transcript Request Form must be signed and submitted with appropriate payment via fax, scanned and emailed or may be sent via postal mail directly to the attention of the Office of Student Records. Students will be assessed the published University charge for each official transcript requested.

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.

Unofficial Transcripts

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 Provost or designee 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 the student's/alumnus' behalf, nor a paper copy created and mailed to the students and/or alumni. Students and alumni must download their own unofficial transcript.

10 - GENERAL EDUCATION

GENERAL EDUCATION

As of June 22nd, 2012, Northcentral University 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. The following information applies only to those students enrolled in an NCU Bachelor degree program prior to June 22nd, 2012.

Northcentral University General Education requirements for undergraduate degree programs will provide the tools, skills, and knowledge fundamental for lifelong learning and successful, scholarly bachelor's degree studies. In alignment with Northcentral University's mission, General Education studies will enhance personal effectiveness in all aspects of life.

Objectives of the Program

Advancement and success in today's professions depend on being comfortable with and knowledgeable about the necessary tools and abilities. The undergraduate curriculum supports preparation for meeting the emerging professional challenges in a diverse and interconnected world by becoming more aware of the interrelationships of knowledge. By acquiring these skills and information, students are provided the foundation for mastering the competencies in their selected field of study and preparing for a continuously complex society.

The General Education program objectives will provide students the means to:

1. Identify and Apply Informational Research Skills

- Become proficient with current informational research technology;
- Locate and analyze information and its sources;
- Examine, organize, and evaluate information.

2. Develop and Apply Critical and Analytical Thinking

- Apply analytical thinking;
- Demonstrate integrated learning;
- Apply critical thinking in real-world experiences.

3. Discover and Interpret Multicultural Experience

- Integrate cultural diversity in personal and discipline-specific contexts;
- Differentiate culturally diverse dimensions and applications;
- Experience common ground and shared goals.

4. Demonstrate Effective and Professional Communication

- Communicate through various written styles that have professional and academic application;
- Develop and apply computer skills and literacy.

General Education Bachelor's Degree Requirements

Northcentral University requires that students satisfactorily complete a minimum of 39 semester credit hours in general education for the bachelor's degree program. This requirement may be satisfied by the transfer of general education courses completed at the associate and bachelor's degree levels at approved postsecondary colleges and schools.

The following General Education courses are required for the Northcentral University Bachelor's degree:

- Informational Literacy (LS1010 is required at Northcentral University as one of the first undergraduate course)
- English composition I and II (may be satisfied in transfer)

- Either College Mathematics or College Algebra (may be satisfied in transfer)

The following distribution is recommended for General Education course selection to meet the 39 credit hours required:

- Learning Skills - 1 course
- Humanities - 2 courses
- Natural Science - 2 courses
- Political Science or Social Sciences - 2 courses

General Education Undergraduate Courses

Click on the course name for description, click again to close.

Required General Education Courses

LS1010	Search Strategies
RC1001	Rhetoric and Composition I
RC1002	Rhetoric and Composition II

Select one course below:

LS1008	Mathematics
LS1009	College Algebra

Undergraduate Humanities Courses

Select two courses from the following:

HU1001	American Literature
HU1002	American Black Identity: A critical look at race relations in America
HU1004	The Art of Wondering and Philosophy
HU1008	Exploring Cinema
HU1009	Culture and Religion
HU1010	The Short Story

Undergraduate Natural Science Courses

Select two courses from the following:

Select a total of two courses from Political Science and Social Science: (Example: Pick two Political Science courses OR two Social Science courses OR one course from each)

Undergraduate Political Science Courses

NS1002	Introduction to Meteorology
NS1004	Controversial Environmental Issues

NS1005	General Biology
NS1006	Health and Nutrition
PS1001	American History
PS1002	U.S. Government

Undergraduate Social Science Courses

SS1004	Sociology
SS1005	Psychology of Adjustment
SS1007	Psychology in Business

Undergraduate Learning Skills Electives

To complete the required 39 General Education credit hours, choose three (3) additional courses from the Humanities, Natural Sciences, Political or Social Sciences, the following Learning Skills courses, or from the Upper Division Interdisciplinary courses:

LS1003	Understanding Media
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Upper Division Interdisciplinary Electives

IDS3001	Critical Thinking in A Diverse Society
IDS3002	Sociology of the Future
IDS3005	Behavioral Economics
IDS3007	World Music

Graduate Academic Skills Courses

RC5000	Introduction to Graduate Academic Writing
RC5001	Graduate Writing Review
LS6010B	Information Research Strategies (School of Business Technology & Management)

11 - SCHOOL OF BUSINESS AND TECHNOLOGY MANAGEMENT

MISSION, VISION, PILLARS, AND OBJECTIVES

Northcentral University's online BBA, MBA, Doctorate degree and CAGS programs are accredited by the *Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools* and by the *Accreditation Council of Business Schools and Programs (ACBSP)*. The professional accreditation gives the Northcentral University graduate a competitive advantage over schools that do not meet the rigid standards of *ACBSP*.

Mission Statement

The School of Business and Technology Management is committed to preparing its students to make ethical and professional contributions in their chosen fields of study. While under the guidance of highly credentialed faculty, students will acquire the knowledge, skills, and competencies required of a global community.

Vision Statement

The School of Business and Technology Management strives to achieve online academic excellence by providing innovative educational opportunities and professional solutions in the changing world of management, leadership, and service.

School of Business and Technology Management Pillars

These three pillars support all Business and Technology Management 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

School of Business and Technology Management Objectives

- Advance online technology to create online instruction and learning resources, to create a collaborative learning environment, and to assess progress and mastery of knowledge, skills, and competencies
- Provide online technology to create effective counseling and student services
- Advance online technology to deliver undergraduate, graduate, and doctoral instruction and learning in degree areas with accepted specializations identified as significant by organizations
- Prepare online technology to bridge the gap between academic theory and real-life practice in organizations through research designs and methods
- Promote online technology to include the 11 Common Professional Components (CPCs) in each course in an attempt to make business education more practical and multidisciplinary, and to integrate the following common professional components: marketing, finance, economics, ethics, accounting, management, legal environment, statistics, global dimensions, information systems, and business policies of comprehension by integrating experience
- Advance online technology to facilitate cognitive and effective learning - knowledge, skills, and values - and a commitment to the common public good
- Promote online technology to engage in multidisciplinary leadership dialogue about the connection between how business courses, homeland security courses, and public administration courses are taught and how careers are developing
- Implement programs to improve brand recognition
- Promote innovative learning methods to provide students with the critical skills and knowledge needed to compete and serve within a diverse global public community

BACHELOR OF BUSINESS ADMINISTRATION DEGREE PROGRAM

The Bachelor of Business Administration (BBA) program provides a broad and encompassing academic degree based on significant and substantial undergraduate level of exploration in the selected specialization. This program will prepare our undergraduates for employment and/or graduate school by offering a wide range of fundamental courses and the flexibility to develop targeted expertise.

Bachelor of Business Administration Program Learning Outcomes

The program learning outcomes of the Bachelor of Business Administration degree are:

- assess the decision role and responsibilities of operations in relation to the student's specialty;
- formulate effective application of business theories to business practice needs;
- demonstrate effective written communication skills using various online communication mechanisms;
- apply researching skills to validate factual information; and
- apply general principles or methods to specific business situations.

General Degree Requirements

The Bachelor's Degree in Business 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: high school transcript or GED.
- 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.

Expected Time to Completion

Although there is no maximum time limit for completing a bachelor's degree, the expected time to completion for the Bachelor of Business Administration degree program is 48 months (4 years).

Credit Hour Requirements

- General Education - 39 credit hours
- Required Foundational Courses - 33 credit hours
- Specialization Electives - 18 credit hours
- Open Electives – 27 credit hours
- Required Business Capstone Course - 3 credit hours

Total - 120 credit hours

BBA 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 Northcentral University 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 Advisors can assist with any questions related to program requirements.

Recommended General Education Undergraduate Courses for the BBA

Required Foundations courses must be taken first and in sequence.

Click on the course name for description, click again to close.

Business Foundational Courses: 33 credit hours

LS3010	Foundations of Undergraduate Study at Northcentral
BUS4019	Ethics in Business
ACT4050	Managerial Accounting
BUS3000	Introduction to Business
BUS3001	Basic Business Law
BUS3003	Computer Information Systems
BUS3004	Economics
BUS4000	Essentials of Marketing
BUS4020	The Dimensions of Global Business
BUS4003	Money, Banking, and Business Finance
BUS4025	Introduction to Business Statistical Analysis
BUS4001	Small Business Management

Specialization Courses - 18 credit hours

Open Electives** - 27 credit hours

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

Open Electives – 27 credit hours

Students may select any undergraduate Northcentral course to fulfill this requirement. Your Academic Advisor can assist you in choosing courses applicable to your career goals

Business Capstone Course - 3 credit hours

SKS4000	Comprehensive Strategic Knowledge Studies Capstone*
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*SKS4000 is the last course students take within the BBA

BBA Specializations

The following BBA specializations are offered in the Undergraduate program:

- Accounting
- Applied Computer Science
- Criminal Justice
- Homeland Security
- Human Resource Management
- Management
- Marketing
- Project Management

Courses taken to satisfy the foundational requirements may not be counted toward a specialization.

Students who complete at least 18 semester credit hours in a single area of specialization at Northcentral University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma. A specialization is not required and students may elect 18 credit hours of cross-discipline business courses. Elective courses must be appropriate to the student's degree program.

Accounting Specialization

Accounting is the process of systematically collecting, analyzing, and reporting financial information. In this specialization students study the following processes of accounting methods: finance, financial management, cost accounting, taxation, implementing computer methods, and auditing. This specialization is designed to prepare students for entry level accounting positions in profit, not-for-profit and governmental environments. At end of this Accounting specialization, students will complete a final written research project requiring the student to demonstrate 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 – 18 credit hours

Select 6 courses from the following (18 credit hours):

ACT4013	Computerized Accounting
ACT4040	Financial Accounting
ACT4051	Intermediate Accounting I
ACT4052	Intermediate Accounting II
ACT4053	Cost Accounting
ACT4064	Advanced Accounting

ACT4065	Tax Accounting
ACT4067	Auditing

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

Applied Computer Science Specialization

The Applied Computer Science specialization is designed to provide preparation for professional careers in the areas of software and network administration. In this specialization students study design methods for solving problems using computers, programming, operating systems, networks, and compilers. Students will learn to use software tools to design, test, and document large programs using software engineering. At the end of the Applied Computer Science specialization, 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 – 18 credit hours

Select 6 courses from the following (18 credit hours):

CS4000	Introduction to Computers and Information Systems
CS4001	Computer Operating Systems
CS4006	Professional and Technical Writing
CS4009	The Internet
CS4010	Inside LAN Networks
CS4011	Network Administration
CS4012	Presentation Software
CS4017	Web Technology and Development
CS4018	Computer Systems Architecture

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

Criminal Justice Specialization

The Criminal Justice Specialization is designed to provide knowledge of the global multicultural network connecting distinct legal traditions and codes which operate within a worldwide venue. In this specialization students study the coordination of local, state, Federal, and multinational organizations and international resources at home and abroad. Students in the undergraduate Criminal Justice specialization will explore how the global multicultural network connects distinct legal traditions, ethics policing, both domestically and internationally. The specialization also covers the detailed study of criminal gangs and the collection and use of evidence. 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 – 18 credit hours

Select 6 courses from the following (18 credit hours):

CJ4000	Introduction to Criminal Justice
CJ4001	Introduction to Law Enforcement

CJ4002	Criminology
CJ4006	Corrections
CJ4010	Law Enforcement and the Community
CJ4011	Research Methods for Criminal Justice
CJ4013	Introduction to Criminal Law
CJ4014	Criminal Court Process
CJ4015	Law Enforcement and Management
CJ4017	Introduction to Corporate/Private Security

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

Homeland Security Specialization

The Homeland Security specialization is designed to prepare undergraduate students in emergency preparedness, maritime security, air and ground transportation security, intelligence management, protection, cyberterrorism, biological terrorism, public health management, and the Incident Command system. Students in this specialization will study issues critical in the development of public service programs in the Homeland Security and Emergency Management fields. At the end of the Homeland Security specialization, 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 plan of preventative action.

Specialization Courses – 18 credit hours

Select 6 courses from the following (18 credit hours):

HS4000	Homeland Security and Emergency Preparedness
HS4001	Terrorism and Homeland Security
HS4002	Maritime Security
HS4003	Ground Transportation Security
HS4004	Air Transportation Security
HS4005	Incident Management
HS4006	Homeland Security Strategy
HS4007	Intelligence Support to Homeland Security
HS4008	Protecting Critical Infrastructure
HS4011	Risk Management: Analysis and Planning
HS4012	Homeland Security Considerations for Local Government

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

Human Resource Management Specialization

The Bachelors in Business Administration with the specialization in Human Resource Management will be a study and analysis of issues and situations that affect people in the workplace. The Human Resources Management specialization was developed to prepare the aspiring HR professional to be an integral member of an organization's team. The world has changed and for the workforce the need to be properly managed and protected is paramount. The Human Resource Manager has become an important focal point in assuring the workforce is properly, educated, trained, and managed. The curriculum will develop insight into management structures and processes and to build professional skills in communication, human resources, and management.

Specialization Courses – 18 credit hours

Select 6 courses from the following (18 credit hours):

HRM4000	Workforce Planning, Recruitment, and Staffing
HRM4001	Human Resource Development
HRM4002	Compensation and Total Rewards
HRM4003	Strategic Issues in Human Resource Management
HRM4004	Employment and Labor Law
HRM4005	Human Resources Management Capstone

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

Management Specialization

The Management specialization is designed to prepare undergraduate students with the conceptual overview of modern theory and practice in the key areas of human resources, operations, marketing, and finance. Students study how to use resources within these functional areas, assign resources and assess an organization. By the end of the specialization, students will have an understanding of the fundamentals of managing an organization and 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 – 18 credit hours

Select 6 courses from the following (18 credit hours):

BUS4002	Essentials of Human Resources Management
BUS4004	Supervisory Management
BUS4005	Career Management and Personal Marketing
BUS4009	Administrative Office Management
BUS4010	Manufacturing Systems
BUS4099	Professional Studies Application Project

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

Marketing Specialization

The Marketing specialization is designed to provide students with a broad foundation in marketing concepts, practices, and policies. Students will study demographic, social, economic, technological, environmental, and cultural factors influencing the demands for consumer and industrial goods and services, and understand buyer

and seller behaviors. 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 – 18 credit hours

Select 6 courses from the following (18 credit hours):

BUS4005	Career Management and Personal Marketing
BUS4006	Advertising
BUS4007	Retail Management
BUS4008	Sales
CS4006	Professional and Technical Writing
CS4012	Presentation Software

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

Project Management

The Bachelors in Project Management (BPM) degree specialization is designed and developed by project management professionals to provide the student with the project management skills, tools, and techniques required to effectively organize and manage projects. This specialization covers in detail the process and knowledge areas defined by the Project Management Institute (PMI) in the Guide to the Project Management Body of Knowledge (PMBOK™) and the industry standard for project management. The goal is to develop a well-skilled project manager or project team member. The degree specialization emphasizes a practical approach to develop project management skills. This specialization integrates a business foundation with the theory and practice of project management.

Specialization Courses – 18 credit hours

Select 6 courses from the following (18 credit hours):

PM4000	Introduction to Project Management
PM4001	Leadership in Project Management
PM4002	Human Capital Management
PM4003	Quality and Performance of a Project
PM4004	Cost and Scheduling of a Project
PM4005	Procurement and Contract Management
PM4006	Risk Management
PM4007	Project Plan Capstone

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

CERTIFICATE OF ADVANCED GRADUATE STUDIES - MASTER'S

Description of Program

The Master's Certificate of Advanced Graduate Studies (CAGS - Master's) 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 CAGS - Master's, students must complete four courses (a total of 12 credit hours) within the chosen CAGS - Master's program. With the exception of the General Business specialization, each CAGS - Master's is prescribed, meaning students can only take what is listed for the particular CAGS - Master's (students may not substitute alternative courses). Students must complete all four courses with a grade of "B" or better in order to receive the certificate.

Basis of Admissions

A completed bachelor's level or higher degree from an accredited institution or university is required. Credit hours from another university or institution cannot be transferred towards a CAGS - Master's program.

CAGS – Master's Transfer into a Master's Degree Sequence:

- Coursework completed within a CAGS - Master's program, where a grade of (B) or better was earned, may be applied towards the specialization sequence within a master's program.
- Applying CAGS – Master's 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 CAGS – Master's program. However, a CAGS - Master's can be completed as part of doctoral coursework, assuming the student officially applies for the CAGS - Master's certificate prior to completing the fourth course in the CAGS - Master's series.

Completion Period for CAGS – Master's

Northcentral allows 2 years to complete all CAGS – Master's.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a master's program in a school other than the school from which the student obtained the CAGS - Master's, the university does not guarantee that any of the courses will be transferable to a program of another Northcentral University School.

EXAMPLE: Student obtains a CAGS - Master's certificate through the School of Business, but wants to obtain a master's degree through the School of Psychology. In these cases, the School Dean (from the School in which the student wants to obtain the master's degree) will review the CAGS - Master's courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the master's degree.

CAGS - Master's Offered by the School of Business and Technology Management

The Masters Certificate of Advanced Graduate Studies (CAGS - Master's) at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas:

- Financial Management
- Project Management
- General Business
- Entrepreneurship

Prerequisite: A bachelor's degree in any field from an accredited institution will satisfy admissions requirements.

Course Length

CAGS-Masters courses in the School of Business are eight weeks in length.

CAGS - Master’s – Financial Management

This CAGS - Master's explores relevant financial analysis of financial and non-financial organizations. The focus is assessment of financial statements, foreign exchange issues, risk and investment management.

Click on the course name for description, click again to close.

12 credit hours

FIN5012-8	Corporate Finance
FIN5013-8	Investment Management
FIN5015-8	Financial Statement Analysis
FIN5016-8	International Finance

CAGS - Master’s – Project Management

This CAGS - Master's 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 CAGS - Master's provides curriculum for students aspiring to take on project management responsibilities. This CAGS - Master's focuses on risk management, procurement, and project monitoring and control.

12 credit hours

PM6000-8	Project Procurement Management
PM6004-8	Project Risk Management
PM6008-8	Project Monitoring and Control
PM6020-8	Management Leadership and Team Building in the Project and Program Environment

CAGS - Master’s – General Business

The General Business CAGS - Master's 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 CAGS - Master's 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 CAGS - Master's offered in other fields (Psychology and/or Education) to fulfill their General Business certificate requirement.

*Recommended CAGS - Master's Courses**- 12 credit hours

FIN5012-8	Corporate Finance
PM6004-8	Project Risk Management
HRM5000-8	Human Resources Management

IB5012-8	International Economics
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CAGS - Master’s – Entrepreneurship

This CAGS - Master’s 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 CAGS - Master’s will focus on analysis, decision-making and business planning and benefit from the perspectives of both academic and adjunct faculty, working together to provide integrated and relevant curriculum including an understanding of the latest business trends and techniques.

12 credit hours

Select 4 courses from the following (12 credit hours):

ENT5000-8	Innovation - the Entrepreneur and Intrapreneur
ENT5001-8	Strategic Market Assessments
ENT5002-8	New Venture Formation
ENT5004-8	Sustainable Business Practices

MASTER OF BUSINESS ADMINISTRATION DEGREE PROGRAM

Home > 11 - SCHOOL OF BUSINESS AND TECHNOLOGY MANAGEMENT > Master of Business Administration Degree Program

As of August 15, 2011, all new students entering the MBA degree program are automatically enrolled in the 30 credit hour MBA degree program. Students whose MBA degree program was in progress as of August 15th, 2011 will continue to be enrolled in the 36 credit hour degree program. Students currently enrolled in the 36 credit hour MBA program can transfer to the 30 course credit program if they have 9 or more course credit hours needed to complete their MBA program.

Graduates of the Northcentral University program must complete 30 business credit hours with exposure to a variety of business disciplines while allowing the student to select a specialization of their interest. The program is designed to prepare students to advance to higher levels of leadership in business.

Master of Business Administration Program Learning Outcomes

The program learning outcomes for the Master of Business Administration degree are:

- apply theoretical knowledge of business to meaningful personalized professional needs;
- interpret the principles and dynamic nature of markets, organizations, and public and private sectors;
- analyze ethical roles of business within a global society;
- evaluate and implement existing research into professional practice; and
- formulate effective written communication skills using various online communication mechanisms.

MBA Degree Requirements

An MBA in Business Administration requires 30 credit hours beyond the bachelor's degree. The MBA program includes 15 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental business skills. The remaining 15 credit hours encapsulate a specialization aligned with a student's career goals. 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.

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 Northcentral University 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 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 Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 6 semester credit hours in transfer toward the Master of Business Administration for graduate course work completed at an accredited college or university with a grade of "B" or better.

Completion Period for Master's Degrees

Northcentral University allows 5 years to complete all 30 credit hour master's programs. Normal time to complete varies depending upon course take rate and credits transferred in. The expected time to completion of the Master of Business Administration degree program is 49 months (4 years, 1 month).

Note: Normal time to completion is based upon the policies in effect while students were active in their programs. On January 3, 2011 Northcentral implemented new continuous enrollment policies, which have decreased the expected time to completion. Further, on July 1, 2011, the MBA program was converted from 12 week courses to 8 week courses. Students starting the program after July 1, 2011 who maintain continuous enrollment can expect to complete the program in 24 months (2 years). In addition, an accelerated MBA is offered that allows completion in 52 weeks (see "Accelerated MBA Program", below.)

Accelerated MBA Program

Within the MBA program, the School of Business and Technology Management 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.

Like the non-Accelerated MBA, students are required to complete 30 credit hours, which include 15 credit hours of foundation course work. Additionally, the Accelerated MBA requires 15 credit hours in prescribed content courses beyond the foundation courses. The second course, MGT 5019-8 is staggered four weeks following the start of the first course, BTM5000-8. The last course in the Accelerated MBA track, MGT6010-8 starts four weeks following the start of MGT5000-8. All other courses are taken in pairs (see course schedule).

Students who start in the Accelerated MBA track may reschedule their courses and continue their studies in the non-Accelerated MBA track. Students who opt out of the Accelerated MBA track, regardless of reason, will not be permitted back into the Accelerated track and will lose any promotional benefits, which may have been in effect at the time of initial enrollment.

Any student transferring out of the Accelerated MBA track into the non-Accelerated MBA or vice-versa must work with his or her assigned Academic Advisor to complete the process. Students in the non-Accelerated MBA can only transfer into the Accelerated MBA track within the first four weeks of the first course.

Students who fail a course in the Accelerated MBA are immediately dismissed from the Accelerated track and must transfer to the non-Accelerated track if they want to continue in the MBA program. Academic Leaves of Absences (ALOAs) are not permitted in the Accelerated MBA track. Students who require an ALOA may request one with the understanding that they must move to the non-Accelerated track upon their return.

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As with other MBA programs, the transfer credit policy applies to the Accelerated program. Courses considered for transfer must mirror courses in the Accelerated program. For example, if a student wants transfer credit for Corporate Finance, FIN5012-8, the transferring course must also be corporate finance. The Dean of the School of Business and Technology Management must approve any courses considered for transfer. All other policies and procedures under this section remain in effect unless stated otherwise in this section.

Prescribed Courses for Accelerated MBA

Foundation Courses – 15 Credit Hours	
BTM5000-8	Foundations for Graduate Study in Business
MGT5019 -8	Ethics in Business
SKS5000-8	Comprehensive Strategic Knowledge Studies
MGT5028-8	Business Statistics
HRM5000-8	Human Resource Management
General Master of Business Administration Courses – 15 Credit Hours	
FIN5012-8	Corporate Finance
ENT5000-8	Innovation – The Entrepreneur and Intrapreneur
MGT5002-8	Marketing Management
MGT5000-8	Business Organization and Management
MGT6010-8	Business Administration Research Project

Course Schedule for Accelerated MBA

WEEK	COURSES									
1 - 8	BTM5000-8									
5-12	MGT5019-8									
13			BREAK							
14-21				SKS5000-8						
				MGT5028-8						
22					BREAK					
23-30						HRM5000-8				
						FIN5012-8				
31							BREAK			
32-39								ENT5000-8		
								MGT5002-8		
40									BREAK	
41-48										MGT5000-8
45-52										MGT6010

Master of Business Administration Specializations

MBA Specializations are offered in the following areas:

- Applied Computer Science
- Computer and Information Security
- Criminal Justice
- Entrepreneurship
- Financial Management
- General Business
- Health Care Administration
- Homeland Security
- Human Resources Management
- International Business
- Management
- Management of Engineering and Technology
- Management Information Systems
- Marketing
- Project Management
- Public Administration

Course Length

As of June 15th, 2011, all new students enrolling in the Master of Business Administration program are automatically enrolled in courses that are eight weeks in length. Students whose Master of Business Administration program was in progress as of June 15th, 2011 will continue to be enrolled in courses that are twelve weeks in length. These existing MBA students may opt to switch to eight-week courses by contacting their Academic Advisor. Once an existing MBA student has opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

MBA Course Sequence

Students who complete at least 15 semester credit hours in a single area of specialization at Northcentral University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma. A specialization is not required and students may elect 15 credit hours of cross-discipline business courses. Elective courses must be appropriate to the student's degree program.

All Master of Business Administration (MBA) programs require the following fundamental courses be taken prior to enrolling in specialization courses:

Click on the course name for description, click again to close.

Required Foundational Courses must be taken first and in sequence.

Required Foundational Courses – 15 credit hours

BTM5000 / BTM5000-8	Foundations for Graduate Study in Business
MGT5019 / MGT5019-8	Ethics in Business
SKS5000 / SKS5000-8	Comprehensive Strategic Knowledge Studies
MGT5028 / MGT5028-8	Business Statistics
HRM5000 / HRM5000-8	Human Resource Management

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

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 masters 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 – 15 credit hours

Select 4 courses from the following (12 credit hours):

CS5001 / CS5001-8	C# Programming
CS5002 / CS5002-8	C++ Programming
CS5003 / CS5003-8	Computer Graphics
CS5005 / CS5005-8	Database Management
CS5010 / CS5010-8	Managing Communication
CS5012 / CS5012-8	Operating Systems
CS5013 / CS5013-8	Programming Languages
MIS5005 / MIS5005-8	Network Management

Required Specialization Signature Course: 3 credit hours *

CS6010 / CS6010-8	Applied Computer Science Research Project
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* This required research project must be completed as the last course in the specialization

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

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 cyberterrorism 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 – 15 credit hours

Select 4 courses from the following (12 credit hours):

CIS5000 / CIS5000-8	Introduction to Computer Security
CIS5002 / CIS5002-8	Corporate Computer and Network Security
CIS5003 / CIS5003-8	Cyber Forensics: Collecting, Examining, and

	Preserving Evidence of Computer and Information Crimes
CIS5004 / CIS5004-8	Introduction to Systems Certification and Accreditation
CIS5005 / CIS5005-8	Cyberterrorism, Information Warfare, and Critical Infrastructure Protection
CIS5008 / CIS5008-8	Risk Management in Information Assurance and Security
CIS5009 / CIS5009-8	Legal and Ethical Issues in Information Assurance
CIS5010 / CIS5010-8	Contingency Planning and Disaster Recovery for the Security Professional

Requested Specialization Signature Course: 3 credit hours*

CIS6010 / CIS6010-8	Computer Information and Security Research Project
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*This required research project must be completed as the last course in the specialization

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

Criminal Justice Specialization

The Criminal Justice specialization explores the dynamic nature of the global multicultural network connecting distinct legal traditions and codes, both domestically and internationally, and their connection to criminal activity, law enforcement response, ethics, and the legal system. This specialization focuses on developing advanced competencies and analytical capability for those seeking management and leadership positions in correctional institutions, law enforcement, and the court system. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 4 courses from the following (12 credit hours):

CJ5002 / CJ5002-8	Juvenile Offender
CJ5004 / CJ5004-8	Organized Crime
CJ5006 / CJ5006-8	Drugs, Values and Society
CJ5007 / CJ5007-8	Current Issues in Law Enforcement
CJ5008 / CJ5008-8	Violence and Society
CJ5009 / CJ5009-8	White Collar Crime
CJ5010 / CJ5010-8	Forensic Scientific Evidence
CJ5011 / CJ5011-8	Survey of Forensic Sciences

Required Specialization Signature Course: 3 credit hours *

CJ6010 / CJ6010-8	Criminal Justice Research Project
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* This required research project must be completed as the last course in the specialization

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

Entrepreneurship Specialization

This forward looking entrepreneurship specialization curriculum takes students beyond the classroom, allowing them to build and test their entrepreneurial ideas in real-world settings. The entrepreneurship courses will integrate all business disciplines, including marketing, finance, operations, and strategy. The courses are designed to help students develop skills in building businesses, investing in businesses, raising capital, and evaluating business opportunities. Specifically, the students in this specialization will focus on analysis, decision-making and business planning and benefit from the perspectives of both academic and adjunct faculty, working together to provide integrated and relevant curriculum including an understanding of the latest business trends and techniques. The student will come to the specialization with a new venture product or service identified.

Specialization Courses – 15 credit hours

Select 4 courses from the following (12 credit hours):

ENT5000-8	Innovation – The Entrepreneur and Intrapreneur
ENT5001-8	Strategic Market Assessments
ENT5002-8	New Venture Formation
ENT5003-8	Venture Capital and Private Equity
ENT5004-8	Sustainable Business Practices

Required Specialization Signature Course: 3 credit hours*

ENT5005-8	Capstone - New Venture Business Plan Creation
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*This required research course must be completed as the last course in the specialization.

**Electives selected on the initial degree plan can be change with a request to an Academic Advisor.

Financial Management Specialization

This specialization explores relevant financial analysis of financial and non-financial organizations. The focus is assessment of financial statements, foreign exchange issues, risk and investment management. At the end of the Financial Management specialization, students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 4 courses from the following (12credit hours):

FIN5012 / FIN5012-8	Corporate Finance
FIN5013 / FIN5013-8	Investment Management
FIN5014 / FIN5014-8	Financial Institutions
FIN5015 / FIN5015-8	Financial Statement Analysis
FIN5016 / FIN5016-8	International Finance

FIN5018 / FIN5018-8	Accounting for Nonprofit Organizations
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Required Specialization Signature Course: 3 credit hours *

FIN6010 / FIN6010-8	Financial Management Research Project
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* This required research project must be completed as the last course in the specialization

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

General Business Specialization

The General Business specialization allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 15 credit hours for the specialization in General Business (12 of these credits are from elective courses and 3 from a required Specialization Signature/Research Project course). Students may take business courses at the 5000, 6000, 7000, or 8000 level including up to two courses from other fields (Psychology and/or Education) to fulfill their specialization requirements.

Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

*Recommended Specialization Courses** - 15 credit hours

FIN5012 / FIN5012-8	Corporate Finance
HRM5004 / HRM5004-8	Supervisory Concepts and Practices
IB5012 / IB5012-8	International Economics
MGT5000 / MGT5000-8	Business Organization and Management
MGT6010 / MGT6010-8	Business Administration Research Project

***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 Care Administration Specialization

Graduates in health care administration are in demand in hospitals, health maintenance organizations, health insurance companies, government and public health agencies, and social service agencies. The focus is to develop essential managerial knowledge and skills in financial management, legal and ethical issues of health care, and to examine and develop health care policies. At the end of the Health Care Administration specialization program, students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 4 courses from the following (12 credit hours):

HCA5012 / HCA5012-8	Health Care Financial Management
HCA5013 / HCA5013-8	Health Care Legal and Ethical Issues
HCA5014 / HCA5014-8	Health Care Policy Analysis and Development
HCA5015 / HCA5015-8	Health Care Administration Principles and

	Practices
HCA5017 / HCA5017-8	Total Quality Management in Health Care
HCA5021 / HCA5021-8	Comparative Health Care Systems

Required Specialization Signature Course: 3 credit hours *

HCA6010 / HCA6010-8	Health Care Administration Research Project
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* This required research project must be completed as the last course in the specialization

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

Homeland Security Specialization

This specialization is designed to prepare senior managers of law enforcement, public safety, and emergency medical care and disaster preparedness agencies for positions of executive leadership in the field of homeland security. Courses will span the spectrum of management, budgetary rules, personnel, and critical issues relating to crisis management and terrorism. The final specialization project will assess competencies learned within the previous specialization courses.

Specialization Courses – 15 credit hours

Select 4 courses from the following (12 credit hours):

HS6000 / HS6000-8	Terrorism and Countermeasures
HS6001 / HS6001-8	Homeland Security Transportation
HS6002 / HS6002-8	International Crime and Terrorism
HS6003 / HS6003-8	Homeland Security Risk Management
HS6020 / HS6020-8	Maritime Terrorism

Required Specialization Signature Course: 3 credit hours *

HS6010 / HS6010-8	Homeland Security Research Project
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* This required research project must be completed as the last course in the specialization

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

Human Resources Management Specialization

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resource management, and address the increasing human resource issues in the global economy. The final specialization project will assess competencies learned within the previous specialization courses.

Specialization Courses – 15 credit hours

Select 4 courses from the following (12 credit hours):

HRM5000 / HRM5000-8	Human Resources Management
HRM5001 / HRM5001-8	Recruitment and Human Resources Information Systems
HRM5002 / HRM5002-8	Compensation Issues in Human Resources

	Management
HRM5003 / HRM5003-8	Labor Relations
HRM5004 / HRM5004-8	Supervisory Concepts and Practices
HRM5008 / HRM5008-8	Legal Issues in Human Resources Management

Required Specialization Signature Course: 3 credit hours *

HRM6010 / HRM6010-8	Human Resources Management Research Project
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* This required research project must be completed as the last course in the specialization

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

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 – 15 credit hours

Select 4 courses from the following (12 credit hours):

IB5012 / IB5012-8	International Economics
IB5013 / IB5013-8	International Marketing
IB5014 / IB5014-8	Cultural Environment of International Business
IB5016 / IB5016-8	Global Business Strategic Management
IB5017 / IB5017-8	International Business Law

Required Specialization Signature Course: 3 credit hours *

IB6010 / IB6010-8	International Business Administration Research Project
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* This required research project must be completed as the last course in the specialization

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

Management Specialization

This specialization focuses on the leadership functions of environmental and legal compliance, dealing with contemporary policy issues in business, economics, and marketing management. Students gain conceptual oversight into the modern practice of management and strong understanding of how to apply the theory they read in the course room to practice in the business environment. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 4 courses from the following (12 credit hours):

MGT5000 / MGT5000-8	Business Organization and Management
MGT5001 / MGT5001-8	Economics and the Modern Manager
MGT5002 / MGT5002-8	Marketing Management
MGT5005 / MGT5005-8	Management Finance and Control
MGT5006 / MGT5006-8	The Evolution of Organizational Behavior
MGT5007 / MGT5007-8	Strategic Management
MGT5009 / MGT5009-8	International Business
MGT5010 / MGT5010-8	Leadership in Organizations
MGT5012 / MGT5012-8	Managerial Accounting for Decision Making
MGT5016 / MGT5016-8	Managing Change
MGT5018 / MGT5018-8	Operational Management
MGT5022 / MGT5022-8	Organizational Development
MGT5025 / MGT5025-8	Total Quality Perspectives in Management
MGT5026 / MGT5026-8	Effective Managerial Communications
MGT5027 / MGT5027-8	Legal Implications in Management

Required Specialization Signature Course: 3 credit hours *

MGT6010 / MGT6010-8	Management Research Project
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* This required research project must be completed as the last course in the specialization

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

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 – 15 credit hours

Select 4 courses from the following (12 credit hours):

MET5000 / MET5000-8	Principles of Productivity
MET5002 / MET5002-8	Applied Systems Theory
MET5003 / MET5003-8	Applied Decision Theory
MET5006 / MET5006-8	Operations Research

MET5010 / MET5010-8	Quality Management
MET5015 / MET5015-8	The Process and Impact of Technology
MET5016 / MET5016-8	Improving Productivity Through Technology
MET5017 / MET5017-8	Emerging Technologies
MET5020 / MET5020-8	Management of Technology
MET5023 / MET5023-8	Managing the Research and Development Organization

Required Specialization Signature Course: 3 credit hours *

MET6010 / MET6010-8	Management of Engineering and Technology Research Project
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* This required research project must be completed as the last course in the specialization

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

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 – 15 credit hours

Select 4 courses from the following (12 credit hours):

MIS5000 / MIS5000-8	Management Information Systems
MIS5002 / MIS5002-8	Database Management Systems
MIS5004 / MIS5004-8	Telecommunications Management
MIS5005 / MIS5005-8	Local Area Networks
MIS5011 / MIS5011-8	Computer Security Management

Required Specialization Signature Course: 3 credit hours *

MIS6010 / MIS6010-8	Management Information Systems Project
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* This required research project must be completed as the last course in the specialization

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

Marketing Specialization

The Marketing Specialization at the graduate level moves beyond fundamentals by focusing upon marketing management and marketing research. Students will focus on customer strategic marketing as it encompasses relationship management, advertising and promotion, customer behavior, and product management. The final specialization project will assess competencies learned within the previous specialization courses.

Specialization Courses – 15 credit hours

Select 4 courses from the following (12 credit hours):

MKT5000 / MKT5000-8	Service Marketing
MGT5002 / MGT5002-8	Marketing Management
MKT5002 / MKT5002-8	Customer Relationship Management
MKT5003 / MKT5003-8	Advertising and Promotion
MKT6001 / MKT6001-8	Product Management
MKT6005 / MKT6005-8	Marketing Research I

Required Specialization Signature Course: 3 credit hours *

MKT6010 / MKT6010-8	Marketing Project
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* This required research project must be completed as the last course in the specialization

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

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing professional disciplines. Students examine all aspects of company projects including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization. The graduate specialization provides curriculum for students aspiring to take on project management responsibilities. This specialization focuses on risk management, procurement, monitoring, and multi-project management. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 4 courses from the following (12 credit hours):

PM6000 / PM6000-8	Project Procurement Management
PM6004 / PM6004-8	Project Risk Management
PM6008 / PM6008-8	Project Monitoring and Control
PM6012 / PM6012-8	Management of Multiple Projects
PM6016 / PM6016	Earned Value Project Management
PM6020 / PM6020-8	Management, Leadership and Team Building in the Project and Program Environment

Required Specialization Signature Course: 3 credit hours *

PM6010 / PM6010-8	Project Risk Management Research Project
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* This required research project must be completed as the last course in the specialization

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

Public Administration Specialization

This specialization focuses on acquiring the administrative knowledge and skills in such diverse areas as budgeting, government relations, personnel policies, politics, and urban planning. Practicing public administrators, as well as those seeking entry into public administration and related fields, will benefit from this curriculum. Students focus on a wide range of skills needed by the public administrator overseeing local, state, and federal government management. This specialization examines budget preparation, government relations, personnel policies, politics, and urban planning. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 15 credit hours

Select 4 courses from the following (12 credit hours):

PUB5000 / PUB5000-8	Introduction to Public Administration
PUB5002 / PUB5002-8	Public/Government Relations
PUB5005 / PUB5005-8	Public Budgeting and Finance
PUB5007 / PUB5007-8	Quality Management in Public Administration
PUB5009 / PUB5009-8	Public Program Evaluation
PUB5015 / PUB5015-8	Grant Writing

Required Specialization Signature Course: 3 credit hours *

PUB6010 / PUB6010-8	Public Administration Research Project
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* This required research project must be completed as the last course in the specialization

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

CERTIFICATE OF ADVANCED GRADUATE STUDIES - DOCTORAL

Description of Program

The CAGS - Doctoral program is a post-master's certificate program. In order to earn a CAGS - Doctoral certificate, students must complete six courses (a total of 18 credit hours) within the chosen CAGS - Doctoral program. With the exception of the General Business program, each CAGS - Doctoral certificate program is prescribed, meaning students can only take what is listed for the particular CAGS - Doctoral program (students may not substitute alternative courses). Students must complete all six courses with a grade of "B" or better in order to receive the certificate.

Basis of Admission

A completed master's level or higher degree from an accredited institution or university.

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding CAGS - Doctoral specialization. Transfer of Credit hours into CAGS - Doctoral:

- Credit hours from another university or institution cannot be transferred towards a CAGS - Doctoral program.
- Courses taken within a Northcentral University master's program cannot be applied towards a CAGS - Doctoral program.

CAGS - Doctoral - Doctoral Transfer into a Doctoral Sequence:

- Coursework completed within a CAGS - Doctoral program, where a grade of (B) or better was earned, may be applied towards the specialization sequence within a doctoral program.
- Applying CAGS - Doctoral coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a CAGS - Doctoral program. However, a CAGS - Doctoral can be completed as part of doctoral coursework, assuming the student officially applies for the CAGS - Doctoral certificate prior to completing the fourth course in the CAGS - Doctoral series.

Completion Period for CAGS - Doctoral

Northcentral University allows 2 years to complete all CAGS - Doctoral.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a doctoral program in a school other than the school from which the student obtained the CAGS - Doctoral, the University does not guarantee that any of the courses will be transferable to a program of another Northcentral University school.

EXAMPLE: Student obtains a CAGS - Doctoral certificate through the School of Business, but wants to obtain a doctorate through the School of Psychology.

In these cases, the School Dean (from the School in which the student wants to obtain the doctorate) will review the CAGS - Doctoral courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

Doctoral Certificates Offered by the School of Business

The Certificate of Advanced Graduate Studies (CAGS - Doctoral) at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas:

- Advanced Accounting,
- Criminal Justice
- Financial Management
- General Business
- Health Care Administration
- Homeland Security: Leadership & Policy
- Management of Engineering and Technology
- Project Management
- Public Administration.

Prerequisite: A Master's degree in any field from an accredited institution will satisfy admission requirements.

Requirement: At the end of each CAGS - Doctoral (except where noted), students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Course Length

As of August 1st, 2011, all new students enrolling in the Business CAGS - Doctoral program are automatically enrolled in courses that are eight weeks in length. Students whose CAGS - Doctoral program was in progress as of August 1st, 2011 will continue to be enrolled in courses that are twelve weeks in length. These existing CAGS - Doctoral students may opt to switch to eight-week courses by contacting their Academic Advisor. Once an existing

CAGS - Doctoral student has opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

CAGS - Doctoral specialization courses are listed on the following pages.

CAGS - Doctoral - Advanced Accounting

This CAGS - Doctoral 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. Courses may serve as preparation for the Uniform CPA examination.

Click on the course name for description, click again to close.

18 credit hours

ACC7010, ACC7010-8	Advanced Accounting and Fraud Examination Techniques
ACC7020, ACC7020-8	Advanced Accounting for Non-Profit Organizations
ACC7025, ACC7025-8	Advanced Tax Strategies
ACC7030, ACC7030-8	Advanced Auditing Methods and Practice
ACC7040, ACC7040-8	Advanced International Accounting
ACC8010, ACC8010CAGS-8	Accounting Capstone Project

CAGS - Doctoral - Criminal Justice

The Criminal Justice CAGS will explore the global multicultural network, connecting distinct legal traditions and codes, both domestically and internationally. This CAGS - Doctoral specialization is intended to encourage students to focus on developing competencies across a wide spectrum of criminal justice subjects and issues required for career advancement in law enforcement, justice system, criminal investigation and the corrections system.

18 credit hours

CJ7002, CJ7002-8	Delinquency and Criminal Justice
CJ7004, CJ7004-8	Organized Criminal Gangs
CJ7007, CJ7007-8	Criminal Justice Research Methods
CJ7010, CJ7010-8	Effective Police Tactics, Techniques and Methodologies
CJ7011, CJ7011-8	Ethics and Criminal Justice
CJ8010, CJ8010CAGS-8	Criminal Justice Capstone Project

CAGS - Doctoral - Financial Management

This CAGS - Doctoral 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 CAGS - Doctoral. 18 credit hours

FIN7012, FIN7012-8	Advanced Corporate Finance
FIN7013, FIN7013-8	Investment Portfolio Analysis
FIN7014, FIN7014-8	Managing Financial Institutions
FIN7015, FIN7015-8	Advanced Financial Statement Analysis
FIN7016, FIN7016-8	Financial Management for International Business
FIN8010, FIN8010CAGS-8	Financial Management Capstone Project

CAGS - Doctoral - General Business

The General Business 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 Business. Students must take at least four doctoral level business content courses and may take up to two courses from the CAGS - Doctoral offered in other fields (Psychology 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

FIN7012 / FIN7012-8	Advanced Corporate Finance
HRM7004 / HRM7004-8	Supervising in the 21st Century
IB7012 / IB7012-8	Global Economic Environment
MGT7017 / MGT7017-8	Contemporary Policy Issues in Business
MGT7110 / MGT7110-8	Leadership in Organizations
MGT8010DBA / MGT8010DBA-8	Applied Management Capstone Project

*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 Advisor to revise their degree plan.

CAGS - Doctoral - Health Care Administration

This specialization prepares health care administrators to identify a problem or potential problem area, or an area for analysis and intervention, recognize the constraints and limitations to intervention and change, and propose alternative outcomes in the health care industry. This CAGS - Doctoral prepares health care administrators to analyze decisions and recommendations based on strategic planning. Curriculum focuses on advanced concepts and applications, financial management, legal, ethical, and global issues relating to total quality management in health care.

18 credit hours

HCA7012, HCA7012-8	Health Care Industry and Financial Management
HCA7013, HCA7013-8	Legal and Ethical Issues in Health Care Research Management
HCA7014, HCA7014-8	Advanced Concepts and Applications in Health Policy and Management
HCA7015, HCA7015-8	Health Care Educational Theory and Application
HCA7020, HCA7020-8	Global Issues in Health Care Policy and Management
HCA8010, HCA8010CAGS-8	Leadership and Policy

CAGS - Doctoral - 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.

18 credit hours

HS7000, HS7000-8	Homeland Security and Terrorism
HS7004, HS7004-8	Emergency Management and Civil Preparedness
HS7010, HS7010-8	Aviation and Ground Transportation
HS7014, HS7014-8	Strategy, Resiliency, and Coping with Fear
HS7020, HS7020-8	Security of Maritime Transportation System
HS8010, HS8010CAGS-8	Homeland Security Leadership and Policy

CAGS - Doctoral - Management of Engineering and Technology

This specialization will benefit engineers and scientists moving toward technical management and leadership in engineering and technology fields. This CAGS - Doctoral 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.

18 credit hours

MET7010, MET7010-8	Total Quality Management
MET7015, MET7015-8	The Impact and Process Optimization of Technology
MET7016, MET7016-8	Improving Productivity in the 21st Century Through Technology

MET7020, MET7020-8	Strategic Technology Management
MET7029, MET7029-8	Enterprise Project Management
MET8010, MET8010CAGS-8	Management of Engineering and Technology Capstone Project

CAGS - Doctoral - 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.

18 credit hours

PM7000, PM7000-8	Project Procurement Management
PM7004, PM7004-8	Project Risk Management
PM7008, PM7008-8	Project Monitoring and Control
PM7012, PM7012-8	Multiple Project Management
PM7016, PM7016-8	Managerial Budgets and Project Management
PM8010, PM8010CAGS-8	Project Management Capstone Project

CAGS - Doctoral - 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 CAGS - Doctoral.

18 credit hours

PUB7000, PUB7000-8	Public Administration
PUB7002, PUB7002-8	Administrative Law
PUB7005, PUB7005-8	Public Budgeting and Finance
PUB7007, PUB7007-8	Public Personnel Administration
PUB7012, PUB7012-8	Technology in Public Administration
PUB8010,PUB8010CAGS-8	Public Administration Capstone Project

DOCTOR OF BUSINESS ADMINISTRATION DEGREE PROGRAM

Home > 11 - SCHOOL OF BUSINESS AND TECHNOLOGY MANAGEMENT > Doctor of Business Administration Degree 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.

Doctor of Business Administration Program Learning Outcomes

The program learning outcomes of the Doctor of Business Administration degree are:

- support effective research methods and strategies as part of dissertation manuscript development;
- interpret and evaluate conclusions derived from research in business administration and the student's specialization;
- adapt qualitative and quantitative tools to perform effective business analysis;
- formulate research dissertations that contribute scholarly solutions business issues, problems, and challenges within the global society; and
- apply skills in relation to accessing, evaluating, and preparing scholarly materials in print and electronic forms as related to business in general and to the student's specialization.

Doctor of Business Administration Specializations

DBA specializations are offered in the following areas:

- Advanced Accounting
- Applied Computer Science
- Computer and Information Security
- Criminal Justice
- Financial Management
- General Business
- Health Care Administration
- Homeland Security: Leadership & Policy
- Human Resources Management
- International Business
- Management
- Management of Engineering and Technology
- Management Information Systems
- Marketing
- Project Management
- Public Administration
- plus two Interdisciplinary Specializations

- Industrial/Organizational Psychology (School of Psychology)
- Organizational Leadership (School of Education)

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

Students who complete at least 18 semester credit hours in a single area of specialization at Northcentral University (not counting fundamental 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.

DBA 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 DBA degree programs in business have the following graduation requirements:

- A minimum of 45 credit hours of graduate instruction must be completed through Northcentral
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of a Comprehensive Exam
- University Approval of Dissertation Manuscript and Oral Presentation completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Fundamental Competencies for DBA Programs

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 BTM7102 and BTM7103, BTM7109 and either BTM7108 or BTM7106 at Northcentral.
- **Graduate-Level Statistics Competency** - DBA students are required to complete BTM7104 Business Statistics at Northcentral.
- **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 defense.

Completion Period for Doctoral Degrees

Northcentral University allows 7 years to complete all doctoral programs of 60 credits or less. Normal time to complete varies depending upon course take rate and credits transferred in. The expected time to completion of the Doctor of Business Administration degree program is 63 months (5 years, 3 months).

Note: Normal time to completion is based upon the policies in effect while students were active in their programs. On January 3, 2011 Northcentral implemented new continuous enrollment policies, which have decreased the expected time to completion. Additionally, on July 1, 2011, non-dissertation courses in the DBA program were converted from 12 week courses to 8 week courses. Students starting the program after July 1, 2011 who maintain continuous enrollment can expect to complete the program in 47 months (3 years, 11 months).

Students who are unable to complete a degree program within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special

consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

Course Length

As of July 1st, 2011, all new students enrolling in the Doctor of Business Administration program are automatically enrolled in courses that are eight weeks in length. Students whose Doctor of Business Administration program was in progress as of July 1st, 2011 will continue to be enrolled in courses that are twelve weeks in length. These existing DBA students may opt to switch to eight-week courses by contacting their Academic Advisor. Once an existing DBA student has opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

DBA Doctoral Course Sequence

Credit Hours - The DBA program may be completed in 54 credits. Up to an additional 12 credit hours will be allowed as needed to complete dissertation research. Students who do not complete their program in 66 credit hours (not including Standard Curriculum courses) will be dismissed.

Basis of Admission - In order to enter the doctoral (DBA) program, applicants must have earned a master's degree from an accredited university.

All DBA specializations require the following courses:

Click on the course name for description, click again to close.

Required Foundational Courses must be taken first and in sequence.

DBA Required Foundational Courses – 12 credit hours

BTM7101, BTM7101-8	Foundations for Doctoral Study In Business
MGT7019, MGT7019-8	Ethics in Business
SKS7000, SKS7000-8	Doctoral Comprehensive Strategic Knowledge Studies
BTM7104, BTM7104-8	Statistics I

The DBA in Business requires five Specialization and four Research courses, for a total of 27 credit hours.

	Specialization Course 1
BTM7102, BTM7102-8	Business Research Methodology
	Specialization Course 2
BTM7103, BTM7103-8	Research Design
	Specialization Course 3
	Specialization Course 4
BTM7106, BTM7106-8	<p>Quantitative Research Design</p> <p>A few months prior to this course, students must consult with their Academic Advisors to consider whether the alternate course on Qualitative Research Design (BTM7108/BTM7108-8) might better suit their plans for a dissertation.</p>

	Specialization Course 5
BTM7109, BTM7109-8	Planning Dissertation Research in Business

Doctoral Comprehensive Examination (DBA) - 3 credit hours

CMP9400B	Doctoral Comprehensive Examination - Business (DBA)
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**Dissertation Courses - 12 credit hours

DIS9401B	Doctoral Dissertation Research I
DIS9402B	Doctoral Dissertation Research II
DIS9403B	Doctoral Dissertation Research III
DIS9404B	Doctoral Dissertation Research IV

**Dissertation Research - A minimum of four dissertation courses must be completed in order to complete the program. Up to an additional four dissertation research courses (DIS9405B through DIS9408B) may be taken if the dissertation requirements are not completed in DIS9404B.

Note: The Professional Doctorate (DBA) requires a minimum of 54 credit hours post-master's with a maximum of 66 credit hours depending on the time required to complete the dissertation research.

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.

DBA Specialization Courses for ACC – 15 credit hours

Select 5 courses from the following list (15 credit hours):

ACC7000, ACC7000-8	Advanced Managerial Accounting
ACC7010, ACC7010-8	Advanced Accounting and Fraud Examination Techniques
ACC7015, ACC7015-8	Advanced Forensic Accounting Theory and Practice
ACC7020, ACC7020-8	Advanced Accounting for Non-Profit Organizations
ACC7025, ACC7025-8	Advanced Tax Strategies
ACC7030, ACC7030-8	Advanced Auditing Methods and Practice
ACC7035, ACC7035-8	Advanced Accounting Theory and Policy
ACC7040, ACC7040-8	Advanced International Accounting
ACC7045, ACC7045-8	Advanced Cost Accounting

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

Applied Computer Science Specialization

Due to continuous, rapid changes in technology, business institutions look for leaders who possess advanced knowledge of contemporary applied computer science methods. The Corporation Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized advanced education in the information technology field. This specialization is designed to provide preparation for professional careers with an emphasis in both leadership and technology. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for CS – 15 credit hours

Select 5 courses from the following list (15 credit hours):

CS7001, CS7001-8	C# Programming for Doctoral Research
CS7002, CS7002-8	C++ Programming for Doctoral Research
CS7005, CS7005-8	Complex Database Management Systems
CS7006, CS7006-8	Advanced Networking Technologies for Technology Leaders
CS7009, CS7009-8	Advanced Topics in Management Information Systems
CS7010, CS7010-8	Advanced Topics in Network Communications
CS7013, CS7013-8	Programming Language Fundamentals for Technology Leaders
CS7014, CS7014-8	Software Engineering Fundamentals for Technology Leaders
CS7015, CS7015-8	Distributed Computing Fundamentals for Technology Leaders
MIS7005, MIS7005-8	Enterprise Network Architecture

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

DBA Specialization Courses for CIS – 15 credit hours

Select 5 courses from the following list (15 credit hours):

CIS7002, CIS7002-8	Organizations Corporate Computer and Network
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	Security
CIS7003, CIS7003-8	Cyber Forensics
CIS7004, CIS7004-8	Foundations of Systems Certification and Accreditation
CIS7005, CIS7005-8	Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism
CIS7006, CIS7006-8	Foundations of Computer Network Auditing
CIS7007, CIS7007-8	Information Security and Outsourcing Computer Systems
CIS7008, CIS7008-8	Advanced Risk Management in Information Assurance and Security
CIS7009, CIS7009-8	Information Assurance from Legal and Ethical Issues
CIS7010, CIS7010-8	Disaster Recovery and Contingency Planning for the Security Professional

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

Criminal Justice Specialization

This specialization explores the global multicultural network connecting distinct legal traditions and codes operating within a worldwide venue. Students will evaluate the coordination efforts of local, State, Federal, and multinational organizations and international resources at home and abroad. This specialization focuses on developing advanced competencies required for leadership positions in criminal justice, law enforcement, teaching or private consulting fields. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for CJ – 15 credit hours

Select 5 courses from the following list (15 credit hours):

CJ7002, CJ7002-8	Delinquency and Criminal Justice
CJ7004, CJ7004-8	Organized Criminal Gangs
CJ7006, CJ7006-8	Illegal Maritime Activities
CJ7007, CJ7007-8	Criminal Justice Research Methods
CJ7009, CJ7009-8	Institutional Corrections
CJ7010, CJ7010-8	Effective Police Tactics, Techniques and Methodologies
CJ7011, CJ7011-8	Ethics and Criminal Justice

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

Financial Management Specialization

This specialization concentrates on developing essential skills needed to manage and allocate financial resources. Students will analyze financial and non-financial organizations - private, public, religious, and corporate. The specialization focuses on international financial issues, quality concepts in financial management, and accounting for profit/nonprofit organizations. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for FIN – 15 credit hours

Select 5 courses from the following list (15 credit hours):

FIN7012, FIN7012-8	Corporate Finance
FIN7013, FIN7013-8	Investment Portfolio Analysis
FIN7014, FIN7014-8	Managing Financial Institutions
FIN7015, FIN7015-8	Advanced Financial Statement Analysis
FIN7016, FIN7016-8	Financial Management for International Business
FIN7018, FIN7018-8	Accounting and Control for Nonprofit Organizations

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

General Business Specialization

The General Business specialization allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 15 credit hours for the specialization in General Business. Students may take business courses at the 7000 or 8000 level including up to two courses from other fields (Psychology and/or Education) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Specialization Courses* - 15 credit hours

FIN7012 / FIN7012-8	Advanced Corporate Finance
HRM7004 / HRM7004-8	Supervising in the 21st Century
IB7012 / IB7012-8	Global Economic Environment
MGT7017 / MGT7017-8	Contemporary Policy Issues in Business
MGT7110 / MGT7110-8	Leadership in Organizations
MGT8010DBA / MGT8010DBA-8	Applied Management Capstone Project

*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 Care Administration Specialization

This specialization develops essential managerial perspectives and skills for managerial expertise for the health care industry. The specialization prepares health care administrators in problem identification and resolution, analysis and intervention as administrative issues, and recognition of the constraints and limitations to intervention and change. Students in this specialization will focus on strategic planning in health care and managed systems, conduct a comparative health care system analysis, and examine strategies as it relates to total quality management in health care. 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.

DBA Specialization Courses for HCA – 15 credit hours

Select 5 courses from the following courses (15 credit hours):

HCA7012, HCA7012-8	Health Care Industry and Financial Management
HCA7013, HCA7013-8	Legal and Ethical Issues in Health Care Research Management
HCA7014, HCA7014-8	Advanced Concepts and Applications in Health Policy and Management
HCA7015, HCA7015-8	Health Care Educational Theory and Application
HCA7019, HCA7019-8	Managerial Leadership within Managed Health Care Systems
HCA7020, HCA7020-8	Global Issues in Health Care Policy and Management
HCA7022, HCA7022-8	Health Care Strategic Management

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

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.

DBA Specialization Courses for HS – 15 credit hours

Select 5 courses from the following list (15 credit hours):

HS7000, HS7000-8	Homeland Security and Terrorism
HS7004, HS7004-8	Local Emergency Management and Civil Preparedness
HS7010, HS7010-8	Aviation and Ground Transportation Security
HS7013, HS7013-8	Intelligence and Law Enforcement

HS7014, HS7014-8	Strategy, Resiliency, and Coping with Fear
HS7020, HS7020-8	Security of the Maritime Transportation System

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

Human Resources Management Specialization

This specialization explores the interrelationships between human resource capital, leadership, and the business organization. This specialization focuses on HRM Information Systems, compensation and staffing strategies, training and professional development, cultural diversity, innovation, labor relations, and legal issues in HRM. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for HRM – 15 credit hours

Select 5 courses from the following list (15 credit hours):

HRM7000, HRM7000-8	Human Resources Management
HRM7001, HRM7001-8	Information Systems within HR
HRM7002, HRM7002-8	Compensation and Benefits
HRM7003, HRM7003-8	Labor Relations
HRM7004, HRM7004-8	Supervising in the 21st Century
HRM7006, HRM7006-8	Change and Innovation within HRM
HRM7007, HRM7007-8	Cultural Issues
HRM7008, HRM7008-8	Legal Issues in Human Resources Management

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

Industrial/Organizational Psychology Specialization

(Interdisciplinary)

This specialization explores the practical application of industrial and organizational psychology to the understanding of people in the world of work. In this interdisciplinary specialization, students in the DBA program also complete courses in the School of Psychology in order to develop competencies in theory, research, and applications of psychology related to human behavior in organizations. Students conduct basic and applied research related to the applications of organizational and psychological theory to human resource management. Students will complete a final written research project (through business), demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for IOP – 15 credit hours

Select 4 courses from the following courses (12 credit hours):

IOP8400, IOP8400-8	Industrial/Organizational Psychology
IOP8404, IOP8404-8	Consulting in Business, Education and Health
MGT7006, MGT7006-8	Organizational Behavior

MGT7022, MGT7022-8	Organizational Development
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Select 1 course from the following (3 credit hours):

MGT7110, MGT7110-8	Leadership in Organizations
MGT7014, MGT7014-8	Business and Management Consulting
HRM7008, HRM7008-8	Legal Issues in Human Resources Management

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

International Business Specialization

This specialization focuses on the essential elements required to understand and manage multinational and international organizations. Students interested in international management positions and/or teaching in post-secondary institutions of higher education at home and abroad benefit from this specialization. The specialization provides students with comprehensive education and training in interdisciplinary subjects of management, law, government, diplomacy, international studies, economics, finance, and marketing. Students study international business theory, advanced qualitative and quantitative research, and problem-solving techniques related to international law, economics, marketing, and global strategic planning. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for IB – 15 credit hours

Select 5 courses from the following courses (15 credit hours):

IB7002, IB7002-8	International Business Environments
IB7012, IB7012-8	Global Economic Environment
IB7013, IB7013-8	Global Marketing Environment
IB7014, IB7014-8	Cultural Environment of Global Business
IB7016, IB7016-8	International Business Strategic Management
IB7017, IB7017-8	International Business Law & Environment

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

Management Specialization

This specialization provides a conceptual overview of modern theory and practice in business administration. Students explore theory and historical frameworks to business in today's global environment through multiple management processes, based on the curriculum selected. This specialization will prepare students for senior management positions in a corporate environment, higher education, government and public entities, and business consulting. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for MGT – 15 credit hours

Select 5 courses from the following courses (15 credit hours):

MGT7000, MGT7000-8	Business Organization and Management
MGT7002, MGT7002-8	Marketing Management

MGT7006, MGT7006-8	Advanced Topics in Organizational Behavior
MGT7007, MGT7007-8	Strategic Management
MGT7009, MGT7009-8	International Business
MGT7012, MGT7012-8	Managerial Accounting for Decision Making
MGT7013, MGT7013-8	Entrepreneurship
MGT7014, MGT7014-8	Business and Management Consulting
MGT7016, MGT7016-8	Managing Change
MGT7022, MGT7022-8	Organizational Development
MGT7023, MGT7023-8	Crisis Management
MGT7026, MGT7026-8	Effective Managerial Communications
MGT7027, MGT7027-8	Legal Implications in Management
MGT7029, MGT7029-8	Strategic Leadership
MGT7110, MGT7110-8	Leadership in Organizations

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

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.

DBA Specialization Courses for MET – 15 credit hours

Select 5 courses from the following list (15 credit hours):

MET7000, MET7000-8	Fundamentals of Productivity
MET7002, MET7002-8	Applications of Systems Theory
MET7003, MET7003-8	Applications of Decision Theory
MET7006, MET7006-8	Operations Research
MET7015, MET7015-8	The Impact and Process Optimization of Technology
MET7020, MET7020-8	Strategic Technology Management
MET7029, MET7029-8	Enterprise Project Management

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

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.

DBA Specialization Courses for MIS – 15 credit hours

Select 5 courses from the following list (15 credit hours):

MIS7000, MIS7000-8	Information Technology Management
MIS7002, MIS7002-8	Database Administration and Management
MIS7003, MIS7003-8	Information Technology Decision Support
IS7004, MIS7004-8	IT Data Communications Management
MIS7005, MIS7005-8	Enterprise Network Architecture

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

Marketing Specialization

This specialization focuses on marketing management and research including managing the entire scope of product life cycle for domestic and international marketing. The specialization provides strategies for a sound, systematic, ethical, and legal approach to contemporary marketing practices. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for MKT– 15 credit hours

Select 5 courses from the following list (15 credit hours):

MGT7002, MGT7002-8	Marketing Management
MKT7000, MKT7000-8	Strategic Service Marketing
MKT7001, MKT7001-8	Strategic Sales Force Management
MKT7002, MKT7002-8	Customer Relationship Management Strategies
MKT7003, MKT7003-8	Advertising and Promotion Strategies
MKT7100, MKT7100-8	Consumer Behavior Theory and Practice
MKT7101, MKT7101-8	Brand and Product Management
MKT7104, MKT7104-8	Advanced Ethical and Legal Cases and Applications in Marketing
MKT7105, MKT7105-8	Qualitative Marketing Research Theory
MKT7106, MKT7106-8	Quantitative Marketing Research Methods and

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

Organizational Leadership Specialization (Interdisciplinary)

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. This interdisciplinary specialization has broad appeal among practicing professionals (middle and upper management, and military personnel) with a background in business administration, human resources, non-profit administration, and related fields, whose professional goal may be organizational consulting or a generalist leadership position in corporate, government, not-for-profit, educational or community organizations. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for OL – 15 credit hours

Select 5 courses from the following list (15 credit hours):

OL7001, OL7001-8	Conflict Resolution and Mediation
OL7002, OL7002-8	Building Organizational Capacity
OL7003, OL7003-8	Leadership for Excellence
OL7004, OL7004-8	Theory and Practice of Organizational Leadership
OL7005, OL7005-8	Ethical Leadership
OL7006, OL7006-8	Leading Learning for Organizational Sustainability
OL7007, OL7007-8	Leader as Coach
OL7008, OL7008-8	Executive Leadership in Nonprofit Organizations

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

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Students examine all aspects of managing and overseeing business projects, including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any enterprise. The specialization focuses on management, leadership and team building in the project/program environment. Students will examine strategies relating to managing multiple projects as well as the concepts of earned value project management. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for PM – 15 credit hours

Select 5 courses from the following list (15 credit hours):

MET7029, MET7029-8	Enterprise Project Management
PM7000, PM7000-8	Project Procurement Management
PM7004, PM7004-8	Project Risk Management
PM7008, PM7008-8	Project Monitoring and Control

PM7012, PM7012-8	Multiple Project Management
PM7016, PM7016-8	Managerial Budgets and Project Management
PM7020, PM7020-8	Developing High Performing Teams in a Project Management Environment

Public Administration Specialization

This specialization focuses on acquiring administrative knowledge and skills in government and public agency budgeting, government relations, public personnel policy management, politics, and urban planning. Curriculum emphasizes contemporary program evaluation, complex public organization, and environmental compliance, along with strategies needed to meet the challenges in government management at the local, state and federal levels. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for PUB – 15 credit hours

Select 5 courses from the following list (15 credit hours):

HRM7000, HRM7000-8	Human Resources Management
PUB7000, PUB7000-8	Public Administration
PUB7002, PUB7002-8	Administrative Law
PUB7003, PUB7003-8	Urban Politics
PUB7004, PUB7004-8	Urban and Regional Planning
PUB7005, PUB7005-8	Public Budgeting and Finance
PUB7012, PUB7012-8	Technology in Public Administration
PUB7014, PUB7014-8	The U.S. Federal Government

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

DOCTOR OF PHILOSOPHY IN BUSINESS ADMINISTRATION DEGREE PROGRAM

Home > 11 - SCHOOL OF BUSINESS AND TECHNOLOGY MANAGEMENT > Doctor of Philosophy in Business Administration Degree Program

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 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.*

Doctor of Philosophy in Business Administration Program Learning Outcomes

The program learning outcomes of the Doctor of Philosophy in Business Administration degree are:

- support effective research methods and strategies as part of dissertation manuscript development;
- interpret and evaluate conclusions derived from research in business administration and the student's specialization;
- adapt qualitative and quantitative tools to perform effective business analysis;
- formulate research dissertations that contribute scholarly solutions to business issues, problems, and challenges within the global society; and
- apply skills related to accessing, evaluating, and preparing scholarly materials in print and electronic forms as related to business in general and to the student's specialization.

Doctor of Philosophy in Business Administration Specializations

The Doctor of Philosophy of Business Administration (PhD) program emphasizes leadership preparation by providing a broad-based knowledge in the field of business with an understanding of at least one specialization area of study. This program is based upon scientific inquiry and independent research to create original contributions to the body of knowledge in Business. PhD Specializations are offered in the following areas:

- Advanced Accounting
- Applied Computer Science
- Computer and Information Security
- Criminal Justice
- Financial Management
- Health Care Administration
- Homeland Security: Leadership & Policy
- Human Resources Management
- International Business
- Management
- Management of Engineering and Technology
- Management Information Systems
- Marketing
- Project Management,
- Public Administration
- Two interdisciplinary Specializations
 - Industrial/Organizational Psychology (School of Psychology)
 - Organizational Leadership (School of Education).

Courses taken to satisfy the fundamental requirements may not be counted toward a specialization.

Students who complete at least 15 semester credit hours in a single area of specialization at Northcentral University (not counting fundamental courses) may elect to have the specialization recorded on their transcript and diploma.

Course Length

As of August 1st, 2011, all new students enrolling in the Business PhD program are automatically enrolled in courses that are eight weeks in length. Students whose PhD program was in progress as of August 1st, 2011 will continue to be enrolled in courses that are twelve weeks in length. These existing PhD students may opt to switch to eight-week courses by contacting their Academic Advisor. Once an existing PhD student has opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

PhD 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 Northcentral
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of a Comprehensive Exam
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Fundamental Competencies for PhD Programs

All PhD students are required to demonstrate competency in these areas:

- **Graduate-Level Research Methods Competency** - PhD students are required to complete BTM8102, BTM8103, BTM8104, BTM8106, BTM8107, BTM8108 and BTM8109 at Northcentral.
- **Graduate-Level Statistics Competency** - PhD students are required to complete BTM8107 Statistics II at Northcentral.
- **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 defense.

Completion Period for Doctoral Degrees

Northcentral University allows 7 years to complete all doctoral programs. Normal time to complete varies depending upon course take rate and credits transferred in. The expected time to completion of the Doctor of Philosophy in Business Administration degree program is 72 months (6 years).

Note: Normal time to completion is based upon the policies in effect while students were active in their programs. On January 3, 2011 Northcentral implemented new continuous enrollment policies, which have decreased the expected time to completion. Additionally, on August 1, 2011, non-dissertation courses in the PhD-BA program were converted from 12 week courses to 8 week courses. Students starting the program after August 1, 2011 who maintain continuous enrollment can expect to complete the program in 51 months (4 years, 3 months).

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Doctoral Dissertation Process

Faculty assist each Northcentral University 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. 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.

PhD Doctoral Course Sequence

Credit Hours - The PhD program may be completed in 60 credits. Up to an additional 15 credit hours will be allowed as needed to complete dissertation research. Students who do not complete their program in 75 credit hours (not including Standard Curriculum courses) will be dismissed.

Basis of Admission - In order to enter the doctoral (PhD) program, applicants must have earned a master's degree from an accredited university.

The PhD in Business requires the following courses for every specialization:

Click on the course name for description, click again to close.

Required Foundational Courses must be taken first and in sequence.

PhD Required Foundation Courses – 12 credit hours

BTM7101, BTM7101-8	Foundations for Doctoral Study in Business
MGT7019, MGT7019-8	Ethics in Business
SKS7000, SKS7000-8	Doctoral Comprehensive Strategic Knowledge Studies
BTM8104, BTM8104-8	Statistics I

The PhD in Business requires five specialization and six research courses, a total of 33 credit hours.

	Specialization Course 1
BTM8102, BTM8102-8	Business Research Methodology
	Specialization Course 2
BTM8103, BTM8103-8	Research Design
	Specialization Course 3
BTM8108, BTM8108-8	Qualitative Research Design
	Specialization Course 4
BTM8107, BTM8107-8	Statistics II
	Specialization Course 5
BTM8106, BTM8106-8	Quantitative Research Design
BTM8109, BTM8109-8	Planning Dissertation Research in Business

Doctoral Comprehensive Examination (PhD) - 3 credit hours

CMP9500B	Doctoral Comprehensive Examination - Business (PhD)
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**Dissertation Courses - 12 credit hours

DIS9501B	Doctoral Dissertation Research I
DIS9502B	Doctoral Dissertation Research II
DIS9503B	Doctoral Dissertation Research III
DIS9504B	Doctoral Dissertation Research IV

**Dissertation Research - A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505 through DIS9509) may be taken if the dissertation requirements are not completed in DIS9504B.

Note: The Doctor of Philosophy (PhD) requires a minimum of 60 credit hours post-master's with a maximum of 75 credit hours, depending on the time required to complete the dissertation research.

PhD Specializations

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.

PhD Specialization Courses for ACC – 15 credit hours

Select 5 courses from the following list (15 credit hours):

ACC7000, ACC7000-8	Advanced Managerial Accounting
ACC7010, ACC7010-8	Advanced Accounting and Fraud Examination Techniques
ACC7015, ACC7015-8	Advanced Forensic Accounting Theory and Practice
ACC7020, ACC7020-8	Advanced Accounting for Non-Profit Organizations
ACC7025, ACC7025-8	Advanced Tax Strategies
ACC7030, ACC7030-8	Advanced Auditing Methods and Practice
ACC7035, ACC7035-8	Advanced Accounting Theory and Policy
ACC7040, ACC7040-8	Advanced International Accounting
ACC7045, ACC7045-8	Advanced Cost Accounting

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

PhD Specialization Courses for CS – 15 credit hours

Select 5 courses from the following list (15 credit hours):

CS7001, CS7001-8	C# Programming for Doctoral Research
CS7002, CS7002-8	C++ Programming for Doctoral Research
CS7005, CS7005-8	Complex Database Management Systems
CS7006, CS7006-8	Advanced Networking Technologies for Technology Leaders
CS7009, CS7009-8	Advanced Topics in Management Information Systems
CS7010, CS7010-8	Advanced Topics in Network Communications
CS7013, CS7013-8	Programming Language Fundamentals for Technology Leaders
CS7014, CS7014-8	Software Engineering Fundamentals for Technology Leaders
CS7015, CS7015-8	Distributed Computing Fundamentals for Technology Leaders
MIS7005, MIS7005-8	IT Network Architecture

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

PhD Specialization Courses for CIS – 15 credit hours

Select 5 courses from the following list (15 credit hours):

CIS7002, CIS7002-8	Organizations Corporate Computer and Network Security
CIS7003, CIS7003-8	Cyber Forensics
CIS7004, CIS7004-8	Foundations of Systems Certification and Accreditation
CIS7005, CIS7005-8	Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism
CIS7006, CIS7006-8	Foundations of Computer Network Auditing

CIS7007, CIS7007-8	Information Security and Outsourcing Computer Systems
CIS7008, CIS7008-8	Advanced Risk Management in Information Assurance and Security
CIS7009, CIS7009-8	Information Assurance from Legal and Ethical Issues
CIS7010, CIS7010-8	Disaster Recovery and Contingency Planning for the Security Professional

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

Criminal Justice Specialization

This specialization explores research in the dynamics connecting distinct legal traditions and codes operating within local, State, Federal, and multinational organizations and international resources at home and abroad. This specialization focuses on developing advanced competencies required for leadership positions in criminal justice, law enforcement, corrections, teaching or private consulting fields.

PhD Specialization Courses for CJ – 15 credit hours

Select 5 courses from the following list (15 credit hours):

CJ7002, CJ7002-8	Delinquency and Criminal Justice
CJ7004, CJ7004-8	Organized Criminal Gangs
CJ7006, CJ7006-8	Illegal Maritime Activities
CJ7007, CJ7007-8	Criminal Justice Research Methods
CJ7009, CJ7009-8	Institutional Corrections
CJ7010, CJ7010-8	Effective Police Tactics, Techniques and Methodologies
CJ7011, CJ7011-8	Ethics and Criminal Justice

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

PhD Specialization Courses for FIN – 15 credit hours

Select 5 courses from the following list (15 credit hours):

FIN7012, FIN7012-8	Advanced Corporate Finance
FIN7013, FIN7013-8	Investment Portfolio Analysis
FIN7014, FIN7014-8	Managing Financial Institutions

FIN7015, FIN7015-8	Advanced Financial Statement Analysis
FIN7016, FIN7016-8	Financial Management for International Business
FIN7018, FIN7018-8	Accounting and Control for Nonprofit Organizations

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

Health Care Administration Specialization

This specialization develops essential perspectives and skills for application of theoretical and research-based health care industry management issues. The specialization prepares students for problem identification and resolution, analysis and intervention as administrative issues, and recognition of the constraints and limitations to intervention and change in delivery systems. Students in this specialization will focus on strategic planning in health care and managed systems, comparative health care system analysis, and examine strategies related to total quality management in health care.

PhD Specialization Courses for HCA – 15 credit hours

Select 5 courses from the following list (15 credit hours):

HCA7012, HCA7012-8	Health Care Industry and Financial Management
HCA7013, HCA7013-8	Legal and Ethical Issues in Health Care Research Management
HCA7014, HCA7014-8	Advanced Concepts and Applications in Health Policy and Management
HCA7015, HCA7015-8	Health Care Educational Theory and Application
HCA7019, HCA7019-8	Managerial Leadership within Managed Health Care Systems
HCA7020, HCA7020-8	Global Issues in Health Care Policy and Management
HCA7022, HCA7022-8	Health Care Strategic Management

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

PhD Specialization Courses for HS – 15 credit hours

Select 5 courses from the following list (15 credit hours):

HS7000, HS7000-8	Homeland Security and Terrorism
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HS7004, HS7004-8	Emergency Management and Civil Preparedness
HS7010, HS7010-8	Aviation and Ground Transportation Security
HS7013, HS7013-8	Intelligence and Law Enforcement
HS7014, HS7014-8	Strategy, Resiliency, and Coping with Fear
HS7020, HS7020-8	Security of the Maritime Transportation System

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

PhD Specialization Courses for HRM – 15 credit hours

Select 5 courses from the following list (15 credit hours):

HRM7000, HRM7000-8	Human Resources Management
HRM7001, HRM7001-8	Information Systems within HR
HRM7002, HRM7002-8	Compensation and Benefits
HRM7003, HRM7003-8	Labor Relations
HRM7004, HRM7004-8	Supervising in the 21st Century
HRM7006, HRM7006-8	Change and Innovation within HRM
HRM7007, HRM7007-8	Cultural Issues
HRM7008, HRM7008-8	Legal Issues in Human Resources Management

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

PhD Specialization Courses for IOP – 15 credit hours

Select 4 courses from the following courses (12 credit hours):

IOP8400, IOP8400-8	Industrial/Organizational Psychology
IOP8404, IOP8404-8	Consulting in Business, Education and Health

MGT7006, MGT7006-8	Advanced Topics in Organizational Behavior
MGT7022, MGT7022-8	Advanced Topics in Organizational Development

Select 1 course from the following (3 credit hours):

MGT7110, MGT7110-8	Leadership in Organizations
MGT7014, MGT7014-8	Business and Management Consulting
HRM7008, HRM7008-8	Legal Issues in Human Resources Management

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

PhD Specialization Courses for IB – 15 credit hours

Select 5 courses from the following list (15 credit hours):

IB7002, IB7002-8	International Business Environments
IB7012, IB7012-8	Global Economic Environment
IB7013, IB7013-8	Global Marketing Environment
IB7014, IB7014-8	Cultural Environment of Global Business
IB7016, IB7016-8	International Business Strategic Management
IB7017, IB7017-8	International Business Law & Environment

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

Management Specialization

This specialization provides a conceptual overview of modern theory and practice in business management and administration. Students explore theory and research historical frameworks in today's global business environment through management research projects. This specialization will prepare students for senior management positions in a corporate environment, higher education, government and public entities, and business consulting.

PhD Specialization Courses for MGT – 15 credit hours

Select 5 courses from the following list (15 credit hours):

MGT7000, MGT7000-8	Business Organization and Management
MGT7002, MGT7002-8	Marketing Management
MGT7006, MGT7006-8	Organizational Behavior
MGT7007, MGT7007-8	Strategic Management

MGT7009, MGT7009-8	International Business
MGT7012, MGT7012-8	Managerial Accounting for Decision Making
MGT7013, MGT7013-8	Entrepreneurship
MGT7014, MGT7014-8	Business and Management Consulting
MGT7016, MGT7016-8	Managing Change
MGT7022, MGT7022-8	Organizational Development
MGT7023, MGT7023-8	Crisis Management
MGT7026, MGT7026-8	Effective Managerial Communications
MGT7027, MGT7027-8	Legal Implications in Management
MGT7029, MGT7029-8	Strategic Leadership
MGT7110, MGT7110-8	Leadership in Organizations

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

PhD Specialization Courses for MET – 15 credit hours

Select 5 courses from the following list (15 credit hours):

MET7000, MET7000-8	Fundamentals of Productivity
MET7002, MET7002-8	Applications of Systems Theory
MET7003, MET7003-8	Applications of Decision Theory
MET7006, MET7006-8	Operations Research
MET7015, MET7015-8	The Impact and Process Optimization of Technology
MET7020, MET7020-8	Strategic Technology Management
MET7029, MET7029-8	Enterprise Project Management

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

PhD Specialization Courses for MIS – 15 credit hours

Select 5 courses from the following list (15 credit hours):

MIS7000, MIS7000-8	Information Technology Management
MIS7002, MIS7002-8	Database Administration and Management
MIS7003, MIS7003-8	Information Technology Decision Support
MIS7004, MIS7004-8	IT Data Communications Management
MIS7005, MIS7005-8	IT Network Architecture

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

Marketing Specialization (MKT)

This specialization focuses on marketing management and research, including managing the entire scope of product life cycle for domestic and international marketing. The specialization provides strategies for a sound, systematic, ethical, and legal approach to contemporary marketing practices and research theory.

PhD Specialization Courses for MKT – 15 credit hours

Select 5 courses from the following list (15 credit hours):

MGT7002, MGT7002-8	Marketing Management
MKT7000, MKT7000-8	Strategic Service Marketing
MKT7001, MKT7001-8	Strategic Sales Force Management
MKT7002, MKT7002-8	Customer Relationship Management Strategies
MKT7003, MKT7003-8	Advertising and Promotion Strategies
MKT7100, MKT7100-8	Consumer Behavior Theory and Practice
MKT7101, MKT7101-8	Brand and Product Management
MKT7104, MKT7104-8	Advanced Ethical and Legal Cases and Applications in Marketing
MKT7105, MKT7105-8	Qualitative Marketing Research Theory
MKT7106, MKT7106-8	Quantitative Marketing Research Methods and Techniques

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

Organizational Leadership Specialization (Interdisciplinary)

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. The focus of this specialization is to provide the student with a theoretical research approach to strategic planning in all phases of organizational leadership including building organization capacity and sustainability. This interdisciplinary specialization appeals to professionals in business administration, human resources, non-profit administration, and related fields, whose professional goal may be organizational consulting or a senior leadership position in corporate, government, not-for-profit, educational or community organizations.

PhD Specialization Courses for OL – 15 credit hours

Select 5 courses from the following list (15 credit hours):

OL7001, OL7001-8	Conflict Resolution and Mediation
OL7002, OL7002-8	Building Organizational Capacity
OL7003, OL7003-8	Leadership for Excellence
OL7004, OL7004-8	Theory and Practice of Organizational Leadership
OL7005, OL7005-8	Ethical Leadership
OL7006, OL7006-8	Leading Learning for Organizational Sustainability
OL7007, OL7007-8	Leader as Coach
OL7008, OL7008-8	Executive Leadership in Nonprofit Organizations

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

Project Management Specialization

This specialization explores research and development of principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Students examine all aspects of managing and overseeing business projects, including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any enterprise. The specialization focuses on theoretical application of research to management, leadership and team building in the project/program environment.

PhD Specialization Courses for PM – 15 credit hours

Select 5 courses from the following list (15 credit hours):

MET7029, MET7029-8	Enterprise Project Management
PM7000, PM7000-8	Project Procurement Management
PM7004, PM7004-8	Project Risk Management
PM7008, PM7008-8	Project Monitoring and Control
PM7012, PM7012-8	Multiple Project Management
PM7016, PM7016-8	Managerial Budgets and Project Management
PM7020, PM7020-8	Developing High Performing Teams in a Project Management Environment

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

Public Administration Specialization

This specialization focuses on research related to government and public agency budgeting, government relations, public personnel policy management, political systems, and urban planning. Curriculum emphasizes strategic planning including contemporary program evaluation, complex public organizations, and environmental compliance, along with strategies needed to meet the challenges in government management at the local, state and federal levels.

Select 5 courses from the following list (15 credit hours):

HRM7000, HRM7000-8	Human Resources Management
PUB7000, PUB7000-8	Public Administration
PUB7002, PUB7002-8	Administrative Law
PUB7003, PUB7003-8	Urban Politics
PUB7004, PUB7004-8	Urban and Regional Planning
PUB7005, PUB7005-8	Public Budgeting and Finance
PUB7012, PUB7012-8	Technology in Public Administration
PUB7014, PUB7014-8	The U.S. Federal Government

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

12 - SCHOOL OF EDUCATION

MISSION AND GOALS

Mission Statement

The mission of the School of Education at Northcentral University 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

Northcentral's School of Education is a global leader in delivering career-long professional preparation and development through excellence in student-focused online environments.

School of Education Goals

The School of Education at Northcentral University 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 DEGREE COMPLETION PROGRAM

Bachelor's Education Program Goals

1. Provide students upper-level degree completion courses that enhance their knowledge, competency, and professional skill sets needed to perform successfully in the K-12 environment.
2. Familiarize students with theoretical paradigms and research models to support their professional practice as educators.
3. Offer students opportunities to analyze and critique their instructional practice to improve student achievement.
4. Enable students to integrate educational theory into best pedagogical practices.
5. Encourage and support students' professional growth and development as reflective practitioners, effective leaders, and skilled communicators within a global environment.
6. Facilitate students' transition from student to teacher.
7. Accurately integrate multiple perspectives related to race, gender, individual differences, and ethnic and cultural perspectives.

BEd Degree Completion Program

The Northcentral University 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 B.Ed. partnership program requires the successful completion of 30 credits at Northcentral University 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 and Northcentral University 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 B.Ed. transfer students come to Northcentral University with academic coursework in elementary education, secondary education, and special education and continue to study within those three distinct areas while at Northcentral.

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.

Expected Time to Completion

The expected time for completion of the Bachelor Education degree program is 42 months (3 years, 6 months).

Specializations

Click on the course name for description, click again to close.

Elementary Education

The Northcentral University 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 BEEd in Elementary Education. The ten Northcentral 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 Northcentral University Education Courses (10 courses) - 30 semester credit hours

ED4000A	Dynamics of Schooling in Elementary Education
ED4001A	Foundations of School Leadership in Elementary Education
ED4002A	The Role of Teacher Leadership in Elementary Education
ED4003A	Instructional Paradigms and Technology in Elementary Education
ED4004A	Assessment of Student Learning in Elementary Education
ED4005A	School and Family Partnerships in Elementary Education
ED4006A	Safe Schools in Elementary Education
ED4007A	The School as Learning Community in Elementary Education
ED4008A	Teaching as Reflective Practice in Elementary Education

ED4009A	Educational Change Processes in Elementary Education
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Secondary Education

The Northcentral University 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 Northcentral 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.

ED4000B	Dynamics of Schooling in Secondary Education
ED4001B	Foundations of School Leadership in Secondary Education
ED4002B	The Role of Teacher Leadership in Secondary Education
ED4003B	Instructional Paradigms and Technology in Secondary Education
ED4004B	Assessment of Student Learning in Secondary Education
ED4005B	School and Family Partnerships in Secondary Education
ED4006B	Safe Schools in Secondary Education
ED4007B	The School as Learning Community in Secondary Education
ED4008B	Teaching as Reflective Practice in Secondary Education
ED4009B	Educational Change Processes in Secondary Education

Special Education

The Northcentral University 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 Northcentral 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.

ED4000C	Dynamics of Schooling in Special Education
ED4001C	Foundations of School Leadership in Special Education
ED4002C	The Role of Teacher Leadership in Special

	Education
ED4003C	Instructional Paradigms and Technology in Special Education
ED4004C	Assessment of Student Learning in Special Education
ED4005C	School and Family Partnerships in Special Education
ED4006C	Safe Schools in Special Education
ED4007C	The School as Learning Community in Special Education
ED4008C	Teaching as Reflective Practice in Special Education
ED4009C	Educational Change Processes in Special Education

CERTIFICATE OF GRADUATE STUDIES - MASTER'S - EDUCATION

Description of Program

The Master's Certificate of Advanced Graduate Studies (CAGS - Master's) 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 CAGS - Master's, students must complete four courses (a total of 12 credit hours) within the chosen CAGS - Master's program. Each CAGS - Master's is prescribed, meaning students can only take what is listed for the particular CAGS - Master's (students may not substitute alternative courses). Students must complete all four courses with a grade of "B" or better in order to receive the certificate.

Basis of Admissions

A completed bachelor's level or higher degree from an accredited institution or university is required. Credit hours from another university or institution cannot be transferred towards a CAGS - Master's program

CAGS – Master's Transfer into a Master's Degree Sequence:

- Coursework completed within a CAGS - Master's program, where a grade of (B) or better was earned, may be applied towards the specialization sequence within a master's program.
- Applying CAGS – Master's 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 CAGS – Master’s program. However, a CAGS - Master's can be completed as part of doctoral coursework, assuming the student officially applies for the CAGS - Master's certificate prior to completing the fourth course in the CAGS - Master's series.

Completion Period for CAGS – Master’s

Northcentral allows 2 years to complete all CAGS – Master’s.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a master’s program in a school other than the school from which the student obtained the CAGS - Master’s, the university does not guarantee that any of the courses will be transferable to a program of another Northcentral University School.

EXAMPLE: Student obtains a CAGS - Master’s certificate through the School of Education, but wants to obtain a master’s degree through the School of Psychology. In these cases, the School Dean (from the School in which the student wants to obtain the master’s degree) will review the CAGS - Master’s courses and provide the final determination. The outcome will be documented in the student’s file. The student will be notified by e-mail of the requirements to obtain the master’s degree.

CAGS - Master’s Offered by the School of Education

The Masters Certificate of Advanced Graduate Studies (CAGS - Master’s) at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas:

- PK -20 Studies
 - Early Childhood Education
 - Human Performance and Coaching
- Education Leadership and Policy
 - K12 Policy
 - Community College Leadership
- Adult and Global Education
 - Training and Development
 - Teaching Internationally

Prerequisite: A bachelor’s degree in any field from an accredited institution will satisfy admissions requirements.

Course Length

CAGS-Masters courses in the School of Education are eight weeks in length.

CAGS - Master’s – Early Childhood Education

This certificate is designed for students who want to work with young children through the first years of life when social, physical, cognitive, and emotional development occur. Students will learn how to create an environment that serves as a foundation for a child's health and well-being.

Click on the course name for description, click again to close.

12 credit hours

ECE5001	Foundations of Early Childhood Education
ECE5002	Growth and Development of Young Children

ECE5005	Children and Families in a Diverse Society
CT5004	Foundations of Language Literacy

CAGS - Master's – Human Performance and Coaching

This certificate is designed for emerging leaders in K12 education. Students will learn about the important concepts underpinning the K12 environment including policy, safety, finance, and law.

Click on the course name for description, click again to close.

12 credit hours

AC5008	Coaching Psychology
AC5012	Coaching Fundamentals and Speed Development
AC5006	Sports Nutrition
AC5010	Performance Enhancement in Sport

CAGS - Master's – K12 Policy

This certificate is designed for emerging leaders in K12 education. Students will learn about the important concepts underpinning the K12 environment including policy, safety, finance, and law.

Click on the course name for description, click again to close.

12 credit hours

ED5022	Education Policy and Practice
ED5004	School Law
ED5013	School Finance
ED5015	School Safety

CAGS - Master's – Community College Leadership

This certificate is designed for students interested in leading at the community college level. Students will focus on legal issues, finance, and organizational leadership in higher education specific to community colleges.

Click on the course name for description, click again to close.

12 credit hours

LHE5009	A History of Higher Education
LHE5010	Topics in Higher Education
LHE5011	Leadership in Higher Education
LHE5013	The Community College

CAGS - Master's – Training and Development

The certificate in Training and Development is designed for individuals interested in the growing fields training, development, and adult learning. This certificate will prepare professionals to design, develop, implement, and evaluate training and development programs within organization.

[Click on the course name for description, click again to close.](#)

12 credit hours

OL5030	Organizational Development
EL5006	Adult Learning Theories
GTD5005	Introduction to Successful Global Training Techniques
GTD5013	Evaluating Training Programs

CAGS - Master's – Teaching Internationally

The certificate in Teaching Internationally is designed for educators wishing to teach abroad. Student will learn about international education and explore the concepts supporting English language acquisition.

[Click on the course name for description, click again to close.](#)

12 credit hours

IE5003	International Education Concepts and Theory
ED5008	Teaching Diverse Students
ESL5001	Foundations of Instruction for Non-English Language Background Students
ESL5006	ESL and Bilingual Instructional Methods

MASTER OF EDUCATION DEGREE PROGRAM

[Home](#) > [12 - SCHOOL OF EDUCATION](#) > [Master of Education Degree Program](#)

Master's Education Program Goals

1. Apply education leadership principles and theories to a real-world educational problem or case study.
2. Analyze educational issues within a specialty area and make decisions and/or recommendations.
3. Effectively use technology.
4. Reflect on situations, theories, and/or case studies.
5. Apply learning in a caring and professional manner.
6. Communicate effectively in a variety of learning contexts within a global environment.
7. Discuss methods of collaboration to build and execute a shared vision.
8. Accurately integrate multiple perspectives related to diversity.

Completion Period for Master's Degrees

Northcentral University allows 5 years to complete all 30 credit hour master's programs. Normal time to complete varies depending upon the rate courses are taken and credits transferred. The expected time to complete the Master of Education degree program is 45 months (3 years, 9 months).

Note: Normal time to complete is based on the policies in effect while students were enrolled. On January 3, 2011 Northcentral implemented new continuous enrollment policies, which have decreased the expected time to completion. Additionally, on April 25, 2011, the MEd program was converted from 12 week courses to 8 week courses. Students starting the program after April 25, 2011 who maintain continuous enrollment can expect to complete the program in 24 months (2 years).

The University may accept a maximum of 6 semester credit hours in transfer toward the master's degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

In addition, an accelerated MEd is offered that allows completion in 52 weeks (see "Accelerated MEd Program", below.)

Accelerated MEd Program

Within the MEd program, the School of Education offers an Accelerated MEd scheduling track. The Accelerated MEd is not an alternative program, but is a scheduling option designed for students capable of completing a fast-paced graduate course structure. Students considering the Accelerated MEd track are strongly encouraged to first think about their availability for study-time, work schedule or any other outside activities that may influence course participation, and their ability to learn in a rapidly moving academic environment. Students who enter and successfully complete the Accelerated MEd track will graduate in 12 months with a Master of Education degree.

Like the non-Accelerated MEd, students are required to complete 30 credit hours, which include a combination of foundation course work and specialization courses. The second course is staggered four weeks following the start of the first course. The last course in the Accelerated MEd track, ED6002 starts six weeks following the start of the next to last course. All other courses are taken in pairs (see course schedule).

Students who start in the Accelerated MEd track may reschedule their courses and continue their studies in the non-Accelerated MEd track. Students who opt out of the Accelerated MEd track, regardless of reason, will not be permitted back into the Accelerated track and will lose any promotional benefits, which may have been in effect at the time of initial enrollment.

Any student transferring out of the Accelerated MEd track into the non-Accelerated MEd or vice-versa must work with his or her assigned Academic Advisor to complete the process. Students in the non-Accelerated MEd can only transfer into the Accelerated MEd track within the first four weeks of the first course.

Students who fail a course in the Accelerated MEd are immediately dismissed from the Accelerated track and must transfer to the non-Accelerated track if they want to continue in the MEd program. Academic Leaves of Absences (ALOAs) are not permitted in the Accelerated MEd track. Students who require an ALOA may request one with the understanding that they must move to the non-Accelerated track upon their return.

As with other MEd programs, the transfer credit policy applies to the Accelerated program. Courses considered for transfer must mirror courses in the Accelerated program. The Dean of the School of Education must approve any courses considered for transfer. All other policies and procedures under this section remain in effect unless stated otherwise in this section.

Prescribed Courses for Accelerated Masters of Education with a Specialization in Education Leadership

Foundation Courses – 15 Credit Hours	
EDU5000	Foundations of Graduate Study
ED5022	Education Policy and Practices

ED5001	Contemporary Issues
ED5034	School Community Relations
ED5023	Multicultural Relationships
Specialization Courses – 15 Credit Hours	
EDL5033	School Based Leadership
EDL5004	School Law
EDL5013	School Finance
EDL5035	Supervision of Curriculum
ED6002	Action Research Capstone

Prescribed Courses for Accelerated Masters of Education with a Specialization in Leadership in Higher Education:

Foundation Courses – 6 Credit Hours	
EDU5000	Foundations of Graduate Study
ED6001	Education Research
Specialization Courses – 24 Credit Hours	
LHE5005	Exploring Legal Issues in Higher Education
LHE5004	The Organization of Higher Education
LHE5009	A History of Higher Education
LHE5010	Topics in Higher Education
LHE5008	Financial Issues in Higher Education
LHE5013	The Community College
LHE5011	Leadership in Higher Education
ED6002	Action Research Capstone

Course Schedule for Accelerated MEd with a Specialization in Education Leadership

WEEK	COURSES									
1 - 8	EDU5000-8									
5-12	EDU5022-8									
13			BREAK							
14-21				ED/L5033-8						
				ED5001-8						
22					BREAK					
23-30						ED/L5004-8				
						ED5034-8				
31							BREAK			
32-39								ED/L5013-8		
								EDL5035-8		
40								BREAK		
41-48										ED50230-8
45-52										ED6002-8

Course Schedule for Accelerated MEd with a Specialization in Leadership in Higher Education

WEEK	COURSES									
1 - 8	EDU5000-8									
5-12	LHE5005-8									
13			BREAK							
14-21				LHE5004 -8						
				LHE5009-8						
22					BREAK					
23-30						ED6001-8				
						LHE5010-8				
31							BREAK			
32-39								LHE5008-8		
								LHE5013-8		
40								BREAK		
41-48										LHE5011-8
45-52										ED6002-8

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.

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 outside the classroom (school-based or district level).
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification).
- Meet the needs of increasingly diverse students.
- Works in a traditional K-12 classroom environment (trainer, educational consultant, etc).

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.

ED6002 is the required Capstone Course for all MEd students.

Specializations in the Master of Education Program

- Adult Learning and Workforce Education
- Athletic Coaching
- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- General
- Global Training and Development
- Instructional Leadership
- International Education
- Leadership in Higher Education
- Organizational Leadership
- Special Education
- Sports Management

Course Length

Existing MEd students may opt to switch to eight-week courses by contacting their Academic Advisor. Once existing MEd students have opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

The following courses are required in all Master of Education specializations:

MEd Required Foundation Course – 3 credit hours

Click on the course name for description, click again to close.

EDU5000 / EDU5000-8	Foundations for Graduate Study in Education
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Prior to enrolling in the required Capstone Course, students are required to complete the Specialization and Research courses listed on the following pages – 24 units

MEd Required Capstone Course – 3 credit hours

ED6002 / ED6002-8	Action Research Capstone
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Master of Education Course Sequences

For Adult Learning and Workforce Education (AL) , E-Learning (EL), General, Global Training and Development (GTD), International Education (IE), Leadership in Higher Education (LHE), and Organizational Leadership (OL), a typical Course Sequence would be:

EDU5000 / EDU5000-8	Foundations for Graduate Study
	Specialization Course 1
	Specialization Course 2
	Specialization Course 3
ED6001 / ED6001-8	Educational Research
	Specialization Course 4
	Specialization Course 5
	Specialization Course 6
	Specialization Course 7
ED6002 / ED6002-8	Action Research Capstone

For Athletic Coaching (AC), Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EDL), English as a Second Language (ESL), Instructional Leadership (IL), Special Education (SE), and Sports Management (SM), a typical Course Sequence would be:

EDU5000/EDU5000-8	Foundations for Graduate Study
ED5022/ED5022-8	Educational Policy and Practice
	Specialization Course 1
ED5001/ED5001-8	Contemporary Issues in Education

ED5034/ED5034-8	School and Community Relations
	Specialization Course 2
ED5023/ED5023-8	Multicultural Relationships in Educational Organizations
	Specialization Course 3
	Specialization Course 4
ED6002/ED6002-8	Action Research Capstone

After taking EDU5000/EDU5000-8, students can take **all but** ED6002/ED6002-8 in any order. The student's program must begin with ED5000/ED5000-8 and end with ED6002/ED6002-8.

Specializations for the Master of Education Degree

Adult Learning and Workforce Education (AL) Specialization

The Master of Education degree in Adult Learning and Workforce Education is designed for individuals interested in the growing fields of career development, human resource management, and adult learning. This integrative program seeks to prepare professionals to develop, implement, and manage systems to improved individual and organizational performance. These skills translate across a wide range of industries including higher education settings, workforce development agencies, and adult career centers. In addition, the program is designed to promote skills that will allow graduates to influence public policy and organizational decision-making. This specialization will provide educators with the tools and competencies required to critically reflect on workplace issues, solve organizational problems, and anticipate and respond to change.

MEd courses in AL Specialization and the Educational Research Course - 24 credit hours

The Educational Research course is required and 7 additional courses will be selected from the following:

OL5030 / OL5030-8	Organizational Development
GTD5011 / GTD5011-8	Introduction to Best Practices for Training and Presenting to International Audiences
ED5012 / ED5012-8	Leadership in Educational Organizations
ED5038 / ED5038-8	Art and Science in Adult Education
EL5006 / EL5006-8	Adult Learning Theories
GTD5000 / GTD5000-8	Leading the Global Workforce: Paradigms and Possibilities
GTD5013 / GTD5013-8	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.

MEd Courses in AC Specialization – 24 credit hours

4 additional courses will be selected from the following:

AC5000 / AC5000-8	Leadership in Coaching Today's Athlete
AC5002 / AC5002-8	Legal Aspects in Coaching
AC5004 / AC5004-8	Ethics in Sports
AC5006 / AC5006-8	Sport Nutrition
AC5008 / AC5008-8	Coaching Psychology
AC5010 / AC5010-8	Performance Enhancement in Sport
AC5012 / AC5012-8	Coaching Fundamentals of Speed Development
AC5014 / AC5014-8	Coaching Theory, Methods, and Issues

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.

MEd Courses in CT Specialization – 24 credit hours

4 additional courses will be selected from the following:

CT5000 / CT5000-8	Curriculum and Instructional Strategies
CT5001 / CT5001-8	The Teacher as Reflective Practitioner
CT5002 / CT5002-8	Learning Styles and Teaching Styles: Strategies for Success
CT5003 / CT5003-8	Principles of Teaching and Learning
CT5004 / CT5004-8	Foundations of Language and Literacy Education
CT5005 / CT5005-8	Literacy Teaching and Learning
CT5006 / CT5006-8	Multiple Intelligences and Ways of Learning
CT5007 / CT5007-8	The Classroom: Management and Organization for Student Achievement
CT5008 / CT5008-8	High Stakes Testing: Implications for Teaching and Learning
ED5026 / ED5026-8	Cognition, Emotion and Motivation Rio Articulation Course

IL5000 / IL5000-8	Instructional Leader as Creator of Learning Culture
IL5001 / IL5001-8	Instructional Leader as Advocate and Decisioner

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.

MEd Courses in ECE Specialization – 24 credit hours

4 additional courses will be selected from the following:

ECE5001 / ECE5001-8	Foundations of Early Childhood Education
ECE5002 / ECE5002-8	Growth and Development of Young Children
ECE5003 / ECE5003-8	Administration of Early Childhood Programs
ECE5005 / ECE5005-8	Children and Families in a Diverse Society
ECE5007 / ECE5007-8	Children's Literature
ECE5009 / ECE5009-8	Early Childhood Education
CT5004 / CT5004-8	Foundations of Language and Literacy Education
CT5005 / CT5005-8	Literacy Teaching and Learning

Educational Leadership (EDL) Specialization

Leaders must possess the knowledge to assess current education trends and address the ever-changing conditions of education today. This specialization focuses on a variety of values and practices in modern education. Courses provide a historical perspective from which to guide educational reform, evaluate the needs of diverse student populations and improve educational outcomes.

MEd Courses in EDL Specialization – 24 credit hours

4 additional courses will be selected from the following:

ED5008 / ED5008-8	Teaching Diverse Students
ED5004 / ED5004-8	School Law
ED5011 / ED5011-8	Leading and Developing Human Capital
ED5012 / ED5012-8	Leadership in Educational Organizations
ED5013 / ED5013-8	School Finance
ED5014 / ED5014-8	School Organization

ED5015 / ED5015-8	School Safety
ED5016 / ED5016-8	Instructional Supervision and Leadership
ED5022 / ED5022-8	Educational Policies and Practices
ED5025 / ED5025-8	Education for Social Change
ED5031 / ED5031-8	Policy and Politics in the Administration of Education
ED5033 / ED5033-8	School-Based Leadership
ED5034 / ED5034-8	School Community Relations
ED5035 / ED5035-8	Supervision of Curriculum

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.

MEd Courses in EL Specialization and the Educational Research Course – 24 credit hours

The Educational Research course is required and 7 additional courses will be selected from the following:

EL5006 / EL5006-8	Adult Learning Theories
EL5007 / EL5007-8	Ethics and Legal Issues
EL5009 / EL5009-8	E-Learning and Corporate Training
EL5001 / EL5001-8	Introduction to Principles and Practices in E-Learning
EL5002 / EL5002-8	Introduction to E-Learning Instructional Strategies
EL5003 / EL5003-8	Instructional Design Strategies
ED5008 / ED5008-8	Teaching Diverse students
CT5000 / CT5000-8	Curriculum and Instructional Strategies

English Second Language (ESL) Specialization

As the diversity of student populations change globally, teaching English as a second language 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 ESL/ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

MEd Courses in ESL Specialization – 24 credit hours

4 additional courses will be selected from the following:

ED5008 / ED5008-8	Teaching Diverse students
ED5023 / ED5023-8	Multicultural Relationships in Educational Organization
ESL5001 / ESL5001-8	Foundations of Instruction for Non-English Language Background Students
ESL5003 / ESL5003-8	Assessment of Linguistically Diverse Students
ESL5005 / ESL5005-8	English as a Second Language
ESL5006 / ESL5006-8	ESL and Bilingual Instructional Methods
ESL5007 / ESL5007-8	Second Language Acquisition
ESL5008 / ESL5008-8	Building Parent, School & Community Partnerships for ESL Students
ESL5010 / ESL5010-8	Practicum for ESL/Bilingual-Bicultural Education

General 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 21 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 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* - 21 credit hours

ED5004/ED5004-8	Education Law
ED5008/ED5008-8	Teaching Diverse Students
ED5012/ED5012-8	Leadership in Educational Organizations
ED5013/ED5013-8	School Finance
ED5014/ED5014-8	School Organization
ED5023/ED5023-8	Multicultural Relationships in Educational Organizations
ED5029/ED5029-8	Measurement and Assessment in Education

***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.**

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.

MEd Courses in GTD Specialization and the Educational Research Course – 24 credit hours

The Educational Research course is required and 7 additional courses will be selected from the following:

GTD5000 / GTD5000-8	Leading the Global Workforce: Paradigms and Possibilities
GTD5005 / GTD5005-8	Introduction to Successful Global Training Techniques
GTD5007 / GTD5007-8	The Role of Technology in the Global Training Marketplace
GTD5011 / GTD5011-8	Introduction to Best Practices for Training and Presenting to International Audiences
GTD5013 / GTD5013-8	Evaluating Training Programs
GTD5019 / GTD5019-8	Trainer as Consultant in the Global Marketplace
ED5036 / ED5036-8	Innovation and Change
ED5038 / ED5038-8	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.

MEd Courses in IL Specialization - 24 credit hours

4 additional courses will be selected from the following:

CT5003 / CT5003-8	Principles of Teaching and Learning
ED5011 / ED5011-8	Leading and Developing Human Capital
ED5012 / ED5012-8	Leadership in Educational Organizations
ED5014 / ED5014-8	School Organization
ED5016 / ED5016-8	Instructional Supervision and Leadership
ED5025 / ED5025-8	Education for Social Change
IL5000 / IL5000-8	Instructional Leader as Creator of Learning Culture
IL5001 / IL5001-8	Instructional Leader as Advocate and Decisioner
IL5002 / IL5002-8	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 which impact 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.

MEd Courses in IE Specialization and the Educational Research Course – 24 credit hours

The Educational Research course is required and 7 additional courses will be selected from the following:

ED5008 / ED5008-8	Teaching Diverse students
ED5012 / ED5012-8	Leadership in Educational Organizations
IE5001 / IE5001-8	Introduction to Global and Comparative Education
IE5003 / IE5003-8	International Education Concepts and Theory
IE5005 / IE5005-8	International Organizations in Global Education
IE5007 / IE5007-8	Conflict Resolution in an International Context
IE5013 / IE5013-8	Globalization and Educational Change
IE5021 / IE5021-8	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.

MEd Courses in LHE Specialization and the Educational Research Course – 24 credit hours

The Educational Research course is required and 7 additional courses will be selected from the following:

ED5038 / ED5038-8	The Art and Science of Adult Education
LHE5004 / LHE5004-8	The Organization of Higher Education
LHE5005 / LHE5005-8	Exploring Legal Issues in Higher Education
LHE5008 / LHE5008-8	Financial Issues in Higher Education
LHE5009 / LHE5009-8	A History of Higher Education
LHE5010 / LHE5010-8	Topics in Higher Education
LHE5011 / LHE5011-8	Leadership for Higher Education
LHE5013 / LHE5013-8	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.

MEd Courses in OL Specialization and the Educational Research Course – 24 credit hours

The Educational Research course is required and 7 additional courses will be selected from the following:

OL5030 / OL5030-8	Organization Development
OL5001 / OL5001-8	Resolving Conflict
OL5002 / OL5002-8	Organization Capacity
OL5003 / OL5003-8	Leading for Change
OL5007 / OL5007-8	Leader as Coach
OL5008 / OL5008-8	Nonprofit Organizations
OL5009 / OL5009-8	Strategic Planning
OL5017 / OL5017-8	Systemic Leadership: Systems Thinking and Systems Dynamics

Special Education Specialization

This specialization prepares educators to address the needs of students with disabilities and gifted abilities by preparing such students to develop, implement and assess specially designed curriculum. Attention is given to teaching methods and strategies that illustrate an advocacy for these student groups. The specialization can be customized to meet the student's unique professional and personal goals, and allows the student to concentrate their coursework on the advanced and the disabled student, or select a single focus.

MEd Courses in Special Education Specialization – 24 credit hours

4 additional courses will be selected from the following:

SE5000 / SE5000-8	Introduction to Special Education
SE5001 / SE5001-8	Exceptional Student Assessment
SE5002 / SE5002-8	Characteristics of Learning Disabled Students
SE5003 / SE5003-8	Characteristics of Emotionally Disabled Students
SE5004 / SE5004-8	Teaching Methods for the Mentally Disabled
SE5005 / SE5005-8	Special Education Law
SE5006 / SE5006-8	Teaching Strategies for Learning Disabled and Behavioral Disorders
SE5007 / SE5007-8	Exceptional Student Management
SE5008 / SE5008-8	Language Disabilities

SE5009 / SE5009-8	Transition Programs for Exceptional Students
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Sports Management Specialization

Both coaching and athletic administration are growing as professional disciplines. This program is designed to enhance leadership skills, strengthen teaching and administrative abilities, and apply ethics and values to all aspects of athletics.

The Sports 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.

MEd Courses in Sports Management Specialization – 24 credit hours

4 additional courses will be selected from the following:

SM5000 / SM5000-8	Leadership and Administration of Athletic Programs
SM5002 / SM5002-8	Legal Aspects in Athletics
SM5004 / SM5004-8	Ethics in Sports
SM5006 / SM5006-8	Sports Governance and Policy Development
SM5008 / SM5008-8	Event and Facility Management and Programming
SM5010 / SM5010-8	Marketing in Athletics
SM5012 / SM5012-8	Issues in Athletic Administration
SM5014 / SM5014-8	Financial Administration of Sports Facilities and Programs

CERTIFICATE OF ADVANCED GRADUATE STUDIES - DOCTORAL

Description of Program

The CAGS - Doctoral program is a post-master's certificate program. In order to earn a CAGS - Doctoral certificate, students must complete six courses (a total of 18 credit hours) within the chosen CAGS - Doctoral program. With the exception of the General Education certificate, each CAGS - Doctoral certificate program is prescribed, meaning students can only take what is listed for the particular CAGS - Doctoral program (students may not substitute alternative courses). Students must complete all six courses with a grade of "B" or better in order to receive the certificate.

Basis of Admission

A completed master's level or higher degree from an accredited institution or university

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding CAGS - Doctoral specialization.

Transfer of Credit hours into CAGS - Doctoral

- Credit hours from another university or institution cannot be transferred towards a CAGS - Doctoral program.
- Courses taken within a Northcentral University master's program cannot be applied towards a CAGS - Doctoral program.

CAGS - Doctoral Transfer into a Doctoral Sequence

Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a CAGS - Doctoral program. However, a CAGS - Doctoral can be completed as part of doctoral coursework, assuming the student officially applies for the CAGS - Doctoral certificate prior to completing the fourth course in the CAGS - Doctoral series.

- Coursework completed within a CAGS - Doctoral program, where a grade of (B) or better was earned, may be applied towards the specialization sequence within a doctoral program.
- Applying CAGS - Doctoral coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Completion Period for CAGS - Doctoral

Northcentral University allows 2 years to complete all CAGS - Doctoral.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a doctoral program in a school other than the school from which the student obtained the CAGS - Doctoral, the University does not guarantee that any of the courses will be transferable to a program of another Northcentral University school.

EXAMPLE: Student obtains a CAGS - Doctoral certificate through the School of Business, but wants to obtain a doctorate through the School of Behavioral and Health Sciences.

In these cases, the School Dean (from the School in which the student wants to obtain the doctorate) will review the CAGS - Doctoral courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

Course Length

Existing CAGS - Doctoral students may opt to switch to eight-week courses by contacting their Academic Advisor. Once existing CAGS - Doctoral students have opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

CAGS - Doctoral offered by the School of Education

Click on the course name for description, click again to close.

Curriculum & Teaching (CT)

18 credit hours

CT7000, CT7000-8	Developing Instructional Strategies and Curriculum
CT7001, CT7001-8	The Role of the Teacher Practitioner

CT7003, CT7003-8	Teaching and Learning Foundations
CT7006, CT7006-8	Multiple Intelligences
CT7007, CT7007-8	Leadership for Student Achievement
CT7008, CT7008-8	Evaluation of Instruction

Early Childhood Education (ECE)

18 credit hours

ECE7001, ECE7001-8	Topics in Early Childhood Education
ECE7002, ECE7002-8	Topics in Early Childhood Growth, Development, and Educational Programs
ECE7003, ECE7003-8	Topics in Early Childhood Program Administration
ECE7005, ECE7005-8	Early Childhood Curriculum and Assessment
ECE7007, ECE7007-8	Early Childhood Literacy and Literature
ECE7009, ECE7009-8	Families, Communities, and Schools as Partners in Early Childhood Education

Educational Leadership (EDL)

18 credit hours

ED7004, ED7004-8	School Law
ED7008, ED7008-8	Educating a Diversity of Students
ED7012, ED7012-8	Educational Leadership
ED7013, ED7013-8	Financial Issues in Schools
ED7022, ED7022-8	Policies and Practices in Leadership
ED7030, ED7030-8	Development of Organizational Leadership

E-Learning (EL)

18 credit hours

EL7003, EL7003-8	Instructional Design and Engaging E-Learning Activities
EL7007, EL7007-8	Ethical and Legal Issues in an Online Course
EL7001, EL7001-8	Principles and Practices in E-Learning

EL7002, EL7002-8	E-Learning Instructional Strategies
EL7004, EL7004-8	The Online Student
EL7006, EL7006-8	Facilitating Adult Learning Online

English Second Language (ESL)

18 credit hours

ESL7001, ESL7001-8	Instructional Practices
ESL7002, ESL7002-8	Cultural Diversity
ESL7003, ESL7003-8	Evaluation of Diverse Students
ESL7004, ESL7004-8	Bilingual Instructional Strategies
ESL7005, ESL7005-8	Developing Curriculum for ESL Students
ESL7007, ESL7007-8	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 CAGS - Doctoral programs offered and may take up to two courses from the CAGS - Doctoral offered in other fields (Psychology 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 Certificate Courses* - 18 credit hours

ED7004 / ED7004-8	School Law
ED7008 / ED7008-8	Educating a Diversity of Students
ED7012 / ED7012-8	Educational Leadership
ED7014 / ED7014-8	Practices in School Organization
ED7016 / ED7016-8	Supervision and Leadership in Schools
ED7017 / ED7017-8	Systems Dynamics

***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 Advisor to revise their degree plan.**

Global Training and Development (GTD)

18 credit hours

GTD7000, GTD7000-8	Human Performance: Paradigms and Possibilities
GTD7005, GTD7005-8	Strategic Links for Successful Global Training
GTD7007, GTD7007-8	The Role of Technology in the Global Training Marketplace
GTD7011, GTD7011-8	Best Practices for Training & Presenting to International Audiences
GTD7013, GTD7013-8	Evaluating Training Programs
GTD7019, GTD7019-8	Trainer as Consultant in the Global Marketplace

Instructional Leadership (IL)

18 credit hours

IL7000, IL7000-8	The Culture of Learning
IL7001, IL7001-8	Leader as Advocate and Decision Maker
IL7002, IL7002-8	Leader as Community Advocate
ED7035, ED7035-8	Curriculum Supervision
ED7030, ED7030-8	Development of Organizational Leadership
ED7036, ED7036-8	Innovation for Change

International Education (IE)

18 credit hours

IE7001, IE7001-8	Introduction to Global and Comparative Education
IE7003, IE7003-8	Culture, Society and Education in Comparative Perspective
IE7005, IE7005-8	International Organizations in Global Education
IE7007, IE7007-8	International Education Leadership
IE7017, IE7017-8	International Education Concepts and Theory
IE7021, IE7021-8	Global Perspective on Ethical Issues

Leadership in Higher Education (LHE)

18 credit hours

LHE7004, LHE7004-8	Organization & Governance of Higher Education
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LHE7005, LHE7005-8	Legal Issues in Higher Education
LHE7008, LHE7008-8	Higher Education Finance
LHE7010, LHE7010-8	Current Trends & Topics in Higher Education
LHE7011, LHE7011-8	Foundations of Higher Education Leadership
LHE7012, LHE7012-8	Strategic Planning & Institutional Effectiveness in Higher Education

Organizational Leadership (OL)

18 credit hours

OL7002, OL7002-8	Building Organizational Capacity
OL7003, OL7003-8	Leadership for Excellence
OL7004, OL7004-8	Theory and Practice of Organizational Leadership
OL7005, OL7005-8	Ethical Leadership
OL7007, OL7007-8	Leader as Coach
OL7008, OL7008-8	Executive Leadership in Nonprofit Organizations

Special Education

18 credit hours

SE7000, SE7000-8	Introduction to the Exceptional Student
SE7001, SE7001-8	Assessment in Special Education
SE7003, SE7003-8	Emotionally Disabled Student
SE7004, SE7004-8	Developing Curriculum for the Mentally Disabled
SE7005, SE7005-8	Law in Special Education
SE7006, SE7006-8	Teaching Strategies in Special Education

Sports Management

18 credit hours

SM7100, SM7100-8	Development of Human Resource Strategies in Intercollegiate Athletics
SM7103, SM7103-8	Intercollegiate Sports Governance
SM7106, SM7106-8	Legal Aspects of Equity in Intercollegiate Athletics

SM7109, SM7109-8	Sports Compliance
SM7112, SM7112-8	Advising the Student Athlete
LHE7011, LHE7011-8	Higher Education Leadership

EDUCATION SPECIALIST DEGREE PROGRAM

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Northcentral University's Education Specialist (EdS) program is designed specifically for professionals who desire concentrated continuing education in response to the national and international need for professionals trained in diverse educational specializations. This program is specifically tailored for students who desire to engage in the most advanced levels of professional practice or potentially advance to doctoral studies. Upon completion of the program, students can apply to Northcentral's Doctor of Education (EdD) program with advanced standing. The prerequisite for admission in the EdS program is a Master's Degree in any field from an accredited institution.

Northcentral's EdS program offers students a chance to advance in their chosen field or to embark on a new career through a 33 credit-hour course of study in selected specializations within the School of Education. The EdS specializations include Curriculum and Teaching, Early Childhood Education, Education Leadership, E-Learning, English as a Second Language, Global Training and Development, Higher Education Leadership, International Education, Instructional Leadership, Organizational Leadership, Special Education, and Sports Management.

Education Specialist (EdS) Program Goals

- Enable students to develop individual skills for solving educational and/or organizational problems.
- Facilitate students' acquisition of sound principles and techniques essential to working effectively in a wide range of instructional or organizational settings.
- Enhance students' communication skills and competencies (oral, written, computer literacy, interpersonal) to support their professional practice and development.
- Prepare students to generate new knowledge or the reformulation of existing knowledge as a basis for the development of educational theory.
- Provide a graduate experience of reflective practice that is intellectually stimulating, professionally relevant, and that supports systematic decision making and problem solving around the key issues facing education.
- Prepare students for further doctoral study through the development of expertise in a specialized field of inquiry.

General Degree Requirements

The EdS Program may be completed in 33 credits. An Academic 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.

Completion Period for Doctoral Degrees

Northcentral University allows 5 years to complete the EdS degree.

NOTE: If a student wants to enroll in the EdD program during or after obtaining the EdS, student must contact their advisor. The advisor will review the EdS courses and the outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the EdD degree.

Normal time to completion is based on the policies in effect while students are active in their programs. On January 3, 2011 Northcentral implemented new continuous enrollment policies, which have decreased the expected time to

completion. Students starting the program who maintain continuous enrollment can expect to complete the program in 47 months (3 years, 11 months).

Northcentral University may accept a maximum of 12 semester credit hours in transfer toward 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.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Education Specialist (EdS) Degree Requirements

Individuals with a previously completed master's degree will meet the basis of admission to the Education Specialist Program. Education Specialist courses are comprised of foundations, scholarly writing, , specialization, and the capstone with a Grade Point Average of 3.00 (B) or higher.

Course Length

All courses are 8 weeks in length.

Educational Specialist Course Sequence

All foundation and specialization coursework must be completed prior to students entering into the capstone course.

All EdS specializations require the following courses:

Click on the course name for description, click again to close.

EdS Required Basic Foundation Courses – 6 credit hours

EDU7101-8	Foundations for Graduate Study in Education (This course will be taken as the first course)
EDU7001-8	Advanced Scholarly Writing

The EdS in Education requires two Methods courses, six Specialization courses, and one Capstone course for a total of 33 credit hours.

EDU7002-8	Educational Research Methodology
	Specialization Course 1
EDU7003-8	Statistics I
	Specialization Course 2
	Specialization Course 3
	Specialization Course 4
	Specialization Course 5

	Specialization Course 6
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Education Specialist Capstone Course - 3 credit hours

ED7053-8	Education Specialist Capstone Project
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Education Specialist (EdS) Specializations

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 K-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. Specializations are offered in the following areas:

- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- Global Training and Development
- Instructional Leadership
- International Education
- Leadership in Higher Education
- Organizational Leadership
- Special Education
- Sports Management

Specialization Selections for the Education Specialist Degree Program (EdS)

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.

EdS Courses for CT Specialization – 18 credit hours

Select 6 courses from the following:

CT7000-8	Developing Instructional Strategies and Curriculum
CT7001-8	The Role of the Teacher Practitioner
CT7002-8	Identifying and Maximizing Learning/Teaching Styles
CT7003-8	Teaching and Learning Foundations

CT7004-8	Language and Literacy Education
CT7005-8	Literacy: Focus on Curriculum
CT7006-8	Multiple Intelligences
CT7007-8	Leadership for Student Achievement
CT7008-8	Evaluation of Instruction

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.

EdS Courses for ECE Specialization – 18 credit hours

Select 6 courses from the following:

ECE7001-8	Topics in Early Childhood Education
ECE7002-8	Topics in Early Childhood Growth, Development, and Educational Programs
ECE7003-8	Topics in Early Childhood Program Administration
ECE7005-8	Early Childhood Curriculum and Assessment
ECE7007-8	Early Childhood Literacy and Literature
ECE7009-8	Families, Communities, and Schools as Partners in Early Childhood Education
CT7004-8	Language and Literacy Education
CT7005-8	Literacy: Focus on Curriculum

Educational Leadership (EDL) Specialization

Education is the foundation on which a modern society is built. This specialization prepares the student 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.

EdS Courses for EDL Specialization – 18 credit hours

Select 6 courses from the following:

ED7004-8	School Law
ED7005-8	Language Arts and Reading

ED7008-8	Educating a Diversity of Students
ED7012-8	Educational Leadership
ED7013-8	Financial Issues in Schools
ED7015-8	Safety Issues for Educators
ED7016-8	Supervision and Leadership in Schools
ED7022-8	Policies and Practices in Leadership
ED7030-8	Development of Organizational Leadership

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.

EdS Courses for EL Specialization – 18 credit hours

Select 6 courses from the following:

EL7001-8	Principles and Practices in E-Learning
EL7002-8	E-Learning Instructional Strategies
EL7003-8	Instructional Design and E-Learning Activities
EL7004-8	The Online Student
EL7006-8	Facilitating Adult Learning Online
EL7007-8	Ethical and Legal Issues in an Online Course
EL7008-8	Online Learning Communities in an Online Course
EL7010-8	Online Learning for K12 Students
ED7008-8	Educating a Diversity of Students

English Second Language (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 bilingual materials. A practicum is possible for this level of study in English as a Second Language. (Note: students seeking ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

EdS Courses for ESL Specialization – 18 credit hours

Select 6 courses from the following:

ESL7001-8	Instructional Practices
ESL7002-8	Cultural Diversity
ESL7003-8	Evaluation of Diverse Students
ESL7004-8	Bilingual Instructional Methods
ESL7005-8	Developing Curriculum for ESL Students
ESL7007-8	Second Language Foundations
ESL7010-8	Practicum

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.

EdS Courses for GTD Specialization – 18 credit hours

Select 6 courses from the following:

GTD7000 / GTD7000-8	Human Performance: Paradigms and Possibilities
GTD7005 / GTD7005-8	Strategic Links for Successful Global Training
GTD7007 / GTD7007-8	The Role of Technology in the Global Training Marketplace
GTD7011 / GTD7011-8	Best Practices for Training and Presenting to International Audiences
GTD7013 / GTD7013-8	Evaluating Training Programs
GTD7019 / GTD7019-8	Trainer as Consultant in the Global Marketplace
OL7002 / OL7002-8	Building Organizational Capacity
OL7001 / OL7001-8	Conflict Resolution and Mediation
ED7017 / ED7017-8	Systems Dynamics
OL7003 / OL7003-8	Leadership for Excellence
ED7030 / ED7030-8	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.

EdS Courses for IL Specialization – 18 credit hours

Select 6 courses from the following:

IL7000-8	The Culture of Learning
IL7001-8	Leader as Advocate and Decision Maker
IL7002-8	Leader as Community Advocate
ED7014-8	Practices in School Organization
ED7016-8	Supervision and Leadership in Schools
ED7035-8	Curriculum Supervision
ED7030-8	Development of Organizational Leadership
ED7036-8	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.

EdS Courses for IE Specialization – 18 credit hours

Select 6 courses from the following:

IE7001-8	Introduction to Global and Comparative Education
IE7003-8	Culture, Society and Education in Comparative Perspective
IE7005-8	International Organizations in Global Education
IE7009-8	Conflict Resolution in an International Context
IE7013-8	Globalization and Educational Change
IE7007-8	International Education Leadership
IE7017-8	International Education Concepts and Theory
IE7021-8	Global Perspective 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.

EdS Courses for LHE Specialization – 18 credit hours

Select 6 courses from the following:

LHE7004-8	Organization & Governance of Higher Education
LHE7005-8	Legal Issues in Higher Education
LHE7006-8	Student Affairs Leadership
LHE7007-8	Strategic Enrollment Leadership
LHE7008-8	Higher Education Finance
LHE7010-8	Current Trends & Topics in Higher Education
LHE7011-8	Foundations of Higher Education Leadership
LHE7012-8	Strategic Planning & Institutional Effectiveness in Higher Education
LHE7013-8	Community College Curriculum and Program Development
LHE7014-8	Introduction to the Community College

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.

EdS Specialization Courses for OL Specialization– 18 credit hours

Select 6 courses from the following:

OL7001 / OL7001-8	Conflict Resolution and Mediation
OL7002 / OL7002-8	Building Organizational Capacity
OL7003 / OL7003-8	Leadership for Excellence
OL7004 / OL7004-8	Theory and Practice of Organizational Leadership
OL7005 / OL7005-8	Ethical Leadership
OL7007 / OL7007-8	Leader as Coach
OL7008 / OL7008-8	Executive Leadership in Nonprofit Organizations

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.

EdS Courses for Special Education Specialization – 18 credit hours

Select 6 courses from the following:

SE7000-8	Introduction to the Exceptional Student
SE7001-8	Assessment in Special Education
SSE7002-8	Learning Disabled Student
SE7003-8	Emotionally Disabled Student
SE7004-8	Developing Curriculum for the Mentally Disabled
SE7005-8	Law in Special Education
SE7006-8	Teaching Strategies in Special Education
SE7007-8	Managing the Exceptional Student
SE7008-8	Language Disabilities
SE7009-8	Transitioning the Exceptional Student

Sports Management (SM) Specialization

The Education Specialist degree with a specialization in Sports 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 Sports 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.

EdS Courses for Sports Management Specialization – 18 credit hours.

Select 6 courses from the following:

SM7100-8	Development of Human Resource Strategies in Intercollegiate Athletics
SM7103-8	Intercollegiate Sports Governance
SM7106-8	Legal Aspects of Equity in Intercollegiate Athletics
SM7109-8	Sports Compliance
SM7112-8	Advising the Student Athlete

LHE7006-8	Student Affairs Leadership
LHE7011-8	Foundations of Higher Education Leadership

DOCTOR OF EDUCATION DEGREE PROGRAM (EDD)

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Northcentral University understands that the need for well-prepared educational leader practitioners has never been greater. The Doctor of Education (EdD) degree program has evolved to the terminal degree of choice for educational leaders. This is true for teacher leaders, administrators, instructional leaders, experts in education technology, organizational leaders and education professionals beyond the classroom.

The EdD program attracts students who have leadership responsibility for providing learning/training to others, whether they be in colleges, PK-12 schools, proprietary organizations, private and public businesses, or the military. The Doctor of Education (EdD) program is a research-based degree, but unlike the PhD, the EdD is focused on applying theoretical knowledge to the advancement of practice in the field (solving complex problems) (Archibald, 2010; Corley & Giola 2011; Huba, Shubb & Shelley, 2006).

Examples of an applied investigation may include a replication study, a case study, or a special project (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).

Doctor of Education (EdD) Program Goals

1. Promote the students' advancement of knowledge based on research as it applies to the professional practice of and effective leadership in education.
2. Enable competent, committed and reflective professionals to pursue personal goals of leadership and advanced scholarship in relation to their areas of interest.
3. Enhance students' communication skills and competencies (oral, written, computer literacy, interpersonal) to support their professional practice and within a global environment.
4. Prepare students as reflective practitioners, through the doctoral dissertation project experience, to intellectually explore practical and systemic solutions for problems and challenges facing education today.

General Degree Requirements

The EdD Program may be completed in 54 credits. However, up to an additional 12 credit hours will be allowed as needed to complete the dissertation research. An Academic 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.

Completion Period for Doctoral Degrees

Northcentral University allows 7 years to complete all doctoral programs of 60 credits or less. Normal time to complete varies depending upon course take rate and credits transferred in. The expected time for completion of the Doctor of Education degree program is 66 months (5 years, 6 months).

Note: Normal time to completion is based upon the policies in effect while students were active in their programs. On January 3, 2011 Northcentral implemented new continuous enrollment policies, which have decreased the expected time to completion. Additionally, on July 1, 2011, non-dissertation courses in the EdD program were converted from 12 week courses to 8 week courses. Students starting the program after July 1, 2011 who maintain continuous enrollment can expect to complete the program in 47 months (3 years, 11 months).

Northcentral 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.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Doctor of Education (EdD) Degree Requirements

Individuals with a previously completed master's degree will meet the basis of admission to the Doctor of Education Program.

Doctoral courses are comprised of methods, the comprehensive exam course, and the dissertation with a Grade Point Average of 3.00 (B) or higher.

EdD students must demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

Doctoral Dissertation Process

The School of Education has developed a logical step-by-step process that assists in completing an EdD applied research dissertation. Northcentral University provides a detailed EdD Dissertation Handbook that explains the process and Northcentral University's dissertation support structure. The EdD doctoral research courses, the comprehensive course and the dissertation courses are specifically designed to guide students through the process.

The dissertation is the capstone academic achievement of the EdD. The EdD dissertation is applied, project based and results in a product designed to produce appreciable improvements in the student's school or organization and must also impact the student's leadership growth. Although applied and project based, the EdD dissertation is a scholarly document. To earn the EdD degree, the student must demonstrate the ability, drive, and determination; and Northcentral University will provide the faculty, the academic support and process to assist in the attainment of high academic goals.

The School of Education offers students the opportunity to pursue an area of specialization within a degree program. Students who complete at least 18 semester credit hours in a specific specialization may elect to have the specialization recorded on their transcript and diploma.

Northcentral University recognizes that each student is unique, and therefore evaluates each application based not only on what courses or program of study a student has accomplished previously, but takes into consideration which specialization is being pursued at Northcentral University and their current and future professional goals.

Course Length

Existing EdD students may opt to switch to eight-week courses by contacting their Academic Advisor. Once existing EdD students have opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

Doctoral Course Sequence

All foundation competency courses, specialization courses, and method coursework must be completed prior to students entering into the Comprehensive Examination. Upon successful completion of the Doctoral Comprehensive Examination, students become official Doctoral Candidates and may move onward to the dissertation coursework which is completed sequentially.

The EdD is applied research. The research does not have the same stringency test for originality as a Doctor of Philosophy degree. An Oral Presentation of the EdD dissertation is required.

Credit Hours - The EdD program may be completed in 54 credits. Up to an additional 12 credit hours will be allowed as needed to complete dissertation research. Students who do not complete their program in 66 credit hours will be dismissed.

Basis of Admission - In order to enter the doctoral (EdD) program, applicants must have earned a master's degree from an accredited university.

All EdD specializations require the following courses:

[Click on the course name for description, click again to close.](#)

EdD Required Basic Foundation Courses – 6 credit hours

EDU7101 / EDU7101-8	Foundations for Graduate Study in Education (This course will be taken as the first course)
EDU7001 / EDU7001-8	Advanced Scholarly Writing

The EdD in Education requires two Foundation Courses, six Specialization and three "Methods" courses, for a total of 33 credit hours.

EDU7002 / EDU7002-8	Educational Research Methodology
	Specialization Course 1
EDU7003 / EDU7003-8	Statistics I
	Specialization Course 2
	Specialization Course 3
	Specialization Course 4
	Specialization Course 5
EDU7702 / EDU7702-8	Research Design (Methods Course 1)
	Specialization Course 6
EDU7005 / EDU7005-8	Qualitative Methods (EdD only) (Methods Course 2) A few months prior to this course, students must consult with their Academic Advisors to consider whether the alternate course on Quantitative Methods (EDU7006) might better suit their plans for a dissertation.
EDU7707 / EDU7707-8	Planning Dissertation Research in Education

Doctoral Comprehensive Examination (EdD) - 3 credit hours

CMP9400E	Doctoral Comprehensive Examination
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Dissertation Courses** - 12 credit hours

DIS9401E	Doctoral Dissertation Research I
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DIS9402E	Doctoral Dissertation Research II
DIS9403E	Doctoral Dissertation Research III
DIS9404E	Doctoral Dissertation Research IV

**Dissertation Research - A minimum of four dissertation courses must be completed in order to complete the program. Up to an additional four dissertation research courses (DIS9405E through DIS9408E) may be taken if the dissertation requirements are not completed in DIS9404E.

Note: The Professional Doctorate (EdD) requires a minimum of 54 credit hours post-master's with a maximum of 66 credit hours depending on the time required to complete the dissertation research.

Doctor of Education (EdD) Specializations

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 K-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. Specializations are offered in the following areas:

- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- General
- Global Training and Development
- Instructional Leadership
- International Education
- Leadership in Higher Education
- Organizational Leadership
- Special Education
- Sports Management

Specialization Selections for the Doctor of Education Degree Program (EdD)

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.

EdD Courses for CT Specialization – 18 credit hours

Select 6 courses from the following:

CT7000 / CT7000-8	Developing Instructional Strategies and Curriculum
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CT7001 / CT7001-8	The Role of the Teacher Practitioner
CT7002 / CT7002-8	Identifying and Maximizing Learning/Teaching Styles
CT7003 / CT7003-8	Teaching and Learning Foundations
CT7004 / CT7004-8	Language and Literacy Education
CT7005 / CT7005-8	Literacy: Focus on Curriculum
CT7006 / CT7006-8	Multiple Intelligences
CT7007 / CT7007-8	Leadership for Student Achievement
CT7008 / CT7008-8	Evaluation of Instruction

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.

EdD Courses for ECE Specialization – 18 credit hours

Select 6 courses from the following:

ECE7001 / ECE7001-8	Topics in Early Childhood Education
ECE7002 / ECE7002-8	Topics in Early Childhood Growth, Development, and Educational Programs
ECE7003 / ECE7003-8	Topics in Early Childhood Program Administration
ECE7005 / ECE7005-8	Early Childhood Curriculum and Assessment
ECE7007 / ECE7007-8	Early Childhood Literacy and Literature
ECE7009 / ECE7009-8	Families, Communities, and Schools as Partners in Early Childhood Education
CT7004 / CT7004-8	Language and Literacy Education
CT7005 / CT7005-8	Literacy: Focus on Curriculum

Educational Leadership (EDL) Specialization

Education is the foundation on which a modern society is built. This specialization prepares the student 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.

EdD Courses for EDL Specialization – 18 credit hours

Select 6 courses from the following:

ED7004 / ED7004-8	School Law
ED7005 / ED7005-8	Language Arts and Reading
ED7008 / ED7008-8	Educating a Diversity of Students
ED7012 / ED7012-8	Educational Leadership
ED7013 / ED7013-8	Financial Issues in Schools
ED7015 / ED7015-8	Safety Issues for Educators
ED7016 / ED7016-8	Supervision and Leadership in Schools
ED7022 / ED7022-8	Policies and Practices in Leadership
ED7030 / ED7030-8	Development of Organizational Leadership

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.

EdD Courses for EL Specialization – 18 credit hours

Select 6 courses from the following:

EL7001 / EL7001-8	Principles and Practices in E-Learning
EL7002 / EL7002-8	E-Learning Instructional Strategies
EL7003 / EL7003-8	Instructional Design and E-Learning Activities
EL7004 / EL7004-8	The Online Student
EL7006 / EL7006-8	Facilitating Adult Learning Online
EL7007 / EL7007-8	Ethical and Legal Issues in an Online Course
EL7008 / EL7008-8	Online Learning Communities in an Online Course
EL7010 / EL7010-8	Online Learning for K12 Students
ED7008 / ED7008-8	Educating a Diversity of Students

English Second Language (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 bilingual materials. A practicum is possible for this level of study in English as a Second Language. (Note: students seeking ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

Select 6 courses from the following:

ESL7001 / ESL7001-8	Instructional Practices
ESL7002 / ESL7002-8	Cultural Diversity
ESL7003 / ESL7003-8	Evaluation of Diverse Students
ESL7004 / ESL7004-8	Bilingual Instructional Methods
ESL7005 / ESL7005-8	Developing Curriculum for ESL Students
ESL7007 / ESL7007-8	Second Language Foundations
ESL7010 / ESL7010-8	Practicum

General 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 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 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* - 18 credit hours

ED7004 / ED7004-8	School Law
ED7008 / ED7008-8	Educating a Diversity of Students
ED7012 / ED7012-8	Educational Leadership
ED7014 / ED7014-8	Practices in School Organization
ED7016 / ED7016-8	Supervision and Leadership in Schools
ED7017 / ED7017-8	Systems Dynamics

***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.**

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.

EdD Courses for GTD Specialization – 18 credit hours

Select 6 courses from the following:

GTD7000 / GTD7000-8	Human Performance: Paradigms and Possibilities
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GTD7005 / GTD7005-8	Strategic Links for Successful Global Training
GTD7007 / GTD7007-8	The Role of Technology in the Global Training Marketplace
GTD7011 / GTD7011-8	Best Practices for Training and Presenting to International Audiences
GTD7013 / GTD7013-8	Evaluating Training Programs
GTD7019 / GTD7019-8	Trainer as Consultant in the Global Marketplace
OL7002 / OL7002-8	Building Organizational Capacity
OL7001 / OL7001-8	Conflict Resolution and Mediation
ED7017 / ED7017-8	Systems Dynamics
OL7003 / OL7003-8	Leadership for Excellence
ED7030 / ED7030-8	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.

EdD Courses for IL Specialization – 18 credit hours

Select 6 courses from the following:

IL7000 / IL7000-8	The Culture of Learning
IL7001 / IL7001-8	Leader as Advocate and Decision Maker
IL7002 / IL7002-8	Leader as Community Advocate
ED7014 / ED7014-8	Practices in School Organization
ED7016 / ED7016-8	Supervision and Leadership in Schools
ED7035 / ED7035-8	Curriculum Supervision
ED7030 / ED7030-8	Development of Organizational Leadership
ED7036 / ED7036-8	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.

EdD Courses for IE Specialization – 18 credit hours

Select 6 courses from the following:

IE7001 / IE7001-8	Introduction to Global and Comparative Education
IE7003 / IE7003-8	Culture, Society and Education in Comparative Perspective
IE7005 / IE7005-8	International Organizations in Global Education
IE7009 / IE7009-8	Conflict Resolution in an International Context
IE7013 / IE7013-8	Globalization and Educational Change
IE7007 / IE7007-8	International Education Leadership
IE7017 / IE7017-8	International Education Concepts and Theory
IE7021 / IE7021-8	Global Perspective 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.

EdD Courses for LHE Specialization – 18 credit hours

Select 6 courses from the following:

LHE7004 / LHE7004-8	Organization & Governance of Higher Education
LHE7005 / LHE7005-8	Legal Issues in Higher Education
LHE7006 / LHE7006-8	Student Affairs Leadership
LHE7007 / LHE7007-8	Strategic Enrollment Leadership
LHE7008 / LHE7008-8	Higher Education Finance
LHE7010 / LHE7010-8	Current Trends & Topics in Higher Education
LHE7011 / LHE7011-8	Foundations of Higher Education Leadership
LHE7012 / LHE7012-8	Strategic Planning & Institutional Effectiveness in Higher Education
LHE7013 / LHE7013-8	Community College Curriculum and Program Development
LHE7014 / LHE7014-8	Introduction to the Community College

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.

EdD Specialization Courses for OL Specialization– 18 credit hours

Select 6 courses from the following:

OL7001 / OL7001-8	Conflict Resolution and Mediation
OL7002 / OL7002-8	Building Organizational Capacity
OL7003 / OL7003-8	Leadership for Excellence
OL7004 / OL7004-8	Theory and Practice of Organizational Leadership
OL7005 / OL7005-8	Ethical Leadership
OL7007 / OL7007-8	Leader as Coach
OL7008 / OL7008-8	Executive Leadership in Nonprofit Organizations

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.

EdD Courses for Special Education Specialization – 18 credit hours

Select 6 courses from the following:

SE7000 / SE7000-8	Introduction to the Exceptional Student
SE7001 / SE7001-8	Assessment in Special Education
SE7002 / SE7002-8	Learning Disabled Student
SE7003 / SE7003-8	Emotionally Disabled Student
SE7004 / SE7004-8	Developing Curriculum for the Mentally Disabled
SE7005 / SE7005-8	Law in Special Education
SE7006 / SE7006-8	Teaching Strategies in Special Education
SE7007 / SE7007-8	Managing the Exceptional Student
SE7008 / SE7008-8	Language Disabilities
SE7009 / SE7009-8	Transitioning the Exceptional Student

Sports Management (SM) Specialization

The Doctor of Education degree with a specialization in Sports 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 Sports 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.

EdD Courses for Sports Management Specialization – 18 credit hours.

Select 6 courses from the following:

SM7100 / SM7100-8	Development of Human Resource Strategies in Intercollegiate Athletics
SM7103 / SM7103-8	Intercollegiate Sports Governance
SM7106 / SM7106-8	Legal Aspects of Equity in Intercollegiate Athletics
SM7109 / SM7109-8	Sports Compliance
SM7112 / SM7112-8	Advising the Student Athlete
LHE7006 / LHE7006-8	Student Affairs Leadership
LHE7011 / LHE7011-8	Foundations of Higher Education Leadership

DOCTOR OF PHILOSOPHY IN EDUCATION DEGREE PROGRAM (PH.D.)

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The PhD Program is suitable for students who want to combine a strong base of theoretical knowledge with an individualized focus to conduct research in and about PK-12, postsecondary and adult learning environments.

The PhD in Education is found in many different roles in academia, industry and not-for-profit organizations, including educational consultant, academic researcher, policy maker, educational theorist, and faculty member or administrator in a higher education or organizational setting.

Students pursuing the PhD in Education have the opportunity to customize and focus their program through their coursework, doctoral research courses and the doctoral dissertation. 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.*

PhD Program Goals

1. Promote the student's opportunity to engage in academic research, scholarship, and systematic inquiry within the field of education.
2. Enhance students' communication skills and competencies (oral, written, computer literacy, interpersonal) to support their professional practice and development within a global environment.
3. Prepare students, through the practice of research, to generate new knowledge or the reformulation of existing knowledge as a basis for the development of educational theory through applied research.
4. Provide a graduate experience that is intellectually stimulating, professionally relevant, and that leads to research that supports decision making and problem solving around the key issues facing education.

The PhD Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. Northcentral University provides a detailed Dissertation Handbook that explains the process and Northcentral University'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 Northcentral University 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 EDU8003 – Applied Statistics and EDU8006, Advanced Statistical Methods as part of their program of study. There is also an oral defense.

General Degree Requirements

The PhD Program may be completed in 60 semester credit hours. However, up to an additional 15 credit hours will be allowed as needed to complete the dissertation research. If the program is not completed in 75 credit hours, the student will be dismissed from the program.

Completion Period for Doctoral Degrees

Northcentral University allows 7 years to complete all doctoral programs of 60 credits or less. Normal time to complete varies depending upon course take rate and credits transferred in. The expected time to completion of the Doctor of Philosophy in Education degree program is 68 months (5 years, 8 months).

Note: Normal time to completion is based upon the policies in effect while students were active in their programs. On January 3, 2011 Northcentral implemented new continuous enrollment policies, which have decreased the expected time to completion. Additionally, on August 1, 2011, non-dissertation courses in the PhD-ED program were converted from 12 week courses to 8 week courses. Students starting the program after August 1, 2011 who maintain continuous enrollment can expect to complete the program in 51 months (4 years, 3 months).

Northcentral 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 PhD program.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

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.

Course Length

As of August 1st, 2011, all new students enrolling in the Education PhD program are automatically enrolled in courses that are eight weeks in length. Students whose PhD program was in progress as of August 1st, 2011 will continue to be enrolled in courses that are twelve weeks in length. These existing PhD students may opt to switch to eight-week courses by contacting their Academic Advisor. Once existing PhD students have opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

PhD Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution.

PhD students are required to demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

Foundational Competencies for PhD Program

Graduate Level Statistics Competency - PhD students are required to complete a Statistics in Education Research Course, EDU8003, and also EDU8006, Advanced Educational Statistics.

Competency in Research Writing Skills - PhD students are required to show competency in writing skills for research purposes through their Northcentral University graduate coursework before being assigned to any dissertation courses. Students will be required to take EDU8001, Advanced Scholarly Writing, to improve APA formatting skills and to address advanced writing and research skills.

Computer Competency - PhD students are required to use appropriate computer skills that are necessary in writing 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, etc.). In addition, students need to use computer programs for the statistical analysis and presentation of data (e.g., Excel, SPSS). The oral defense normally requires a computer-based presentation by the candidate (e.g., a Power Point presentation).

Doctoral Dissertation Process

Faculty guide each Northcentral University 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. 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.

PhD Doctoral Course Sequence

Credit Hours - The PhD program may be completed with a minimum of 60 credits. Up to an additional 15 credit hours will be allowed as needed to complete dissertation research. Students who do not complete their program in 75 credit hours will be dismissed.

Basis of Admission - In order to enter the doctoral (PhD) program, applicants must have earned a master's degree from an accredited university.

The PhD in Education requires the following courses for every specialization:

[Click on the course name for description, click again to close.](#)

Required Foundational Courses must be taken first and in sequence.

PhD Required Basic Foundation Courses – 6 credit hours

EDU8000, EDU8000-8	Foundations for Doctoral Study in Education (This course will be taken as the first course)
EDU8001, EDU8001-8	Advanced Scholarly Writing

The PhD in Education requires six specialization, five research, and two statistical courses for a total of 39 credit hours.

	Specialization Course 1
EDU8002, EDU8002-8	Educational Research Methodology
	Specialization Course 2

EDU8003, EDU8003-8	Statistics I
	Specialization Course 3
EDU8202, EDU8202-8	Research Design
EDU8005, EDU8005-8	Qualitative Research Design
	Specialization Course 4
EDU8006, EDU8006-8	Statistics II
	Specialization Course 5
EDU8007, EDU8007-8	Quantitative Methods
	Specialization Course 6
EDU8207, EDU8207-8	Planning Dissertation Research in Education

Doctoral Comprehensive Examination (PhD) - 3 credit hours

**Dissertation Courses - 12 credit hours

CMP9500E	Doctoral Comprehensive Examination
DIS9501E	PhD Doctoral Dissertation
DIS9502E	PhD Doctoral Dissertation
DIS9503E	PhD Doctoral Dissertation
DIS9504E	PhD Doctoral Dissertation

**Dissertation Research - A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505 through DIS9509) may be taken if the dissertation requirements are not completed in DIS9504E.

Doctor of Philosophy in Education Degree Program (PhD) Specializations

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 PhD students must take ED8010 – Statistics in Educational Research and successfully defend research in an oral presentation.

PhD students may select from the following specializations

- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- Global Training and Develop

- International Education
- Instructional Leadership
- Leadership in Higher Education
- Organizational Leadership
- Special Education
- Sports Management

Specialization areas for the Doctor of Philosophy in Education Degree Program (PhD)

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.

PhD Specialization Courses in the CT Specialization – 18 credit hours

Select 6 courses from the following:

CT7000 / CT7000-8	Developing Instructional Strategies and Curriculum
CT7001 / CT7001-8	The Role of the Teacher Practitioner
CT7002 / CT7002-8	Identifying and Maximizing Learning/ Teaching Styles
CT7003 / CT7003-8	Teaching and Learning Foundations
CT7004 / CT7004-8	Language and Literacy Education
CT7005 / CT7005-8	Literacy: Focus on Curriculum
CT7006 / CT7006-8	Multiple Intelligences
CT7007 / CT7007-8	Leadership for Student Achievement
CT7008 / CT7008-8	Evaluation of Instruction

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.

PhD Courses for ECE Specialization – 18 credit hours

Select 6 courses from the following:

ECE7001 / ECE7001-8	Topics in Early Childhood Education
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ECE7002 / ECE7002-8	Topics in Early Childhood Growth, Development, and Educational Programs
ECE7003 / ECE7003-8	Topics in Early Childhood Program Administration
ECE7005 / ECE7005-8	Early Childhood Curriculum and Assessment
ECE7007 / ECE7007-8	Early Childhood Literacy and Literature
ECE7009 / ECE7009-8	Families, Communities, and Schools as Partners in Early Childhood Education
CT7004 / CT7004-8	Language and Literacy Education
CT7005 / CT7005-8	Literacy: Focus on Curriculum

Educational Leadership (EDL) Specialization

Education is the foundation on which modern society is built. This specialization prepares the student 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, facilitated by research and analysis.

PhD Specialization courses in EDL Specialization – 18 credit hours

Select 6 courses from the following:

ED7004 / ED7004-8	School Law
ED7005 / ED7005-8	Language Arts and Reading
ED7008 / ED7008-8	Educating a Diversity of Students
ED7012 / ED7012-8	Educational Leadership
ED7013 / ED7013-8	Financial Issues in Schools
ED7014 / ED7014-8	Practices in School Organization
ED7015 / ED7015-8	Safety Issues for Educators
ED7022 / ED7022-8	Policies and Practices in Leadership
ED7030 / ED7030-8	Development of Organizational Leadership

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.

PhD Courses in EL Specialization– 18 credit hours

Select 6 courses from the following:

EL7001 / EL7001-8	Principles and Practices in E-Learning
EL7002 / EL7002-8	E-Learning Instructional Strategies
EL7003 / EL7003-8	Instructional Design and E-Learning Activities
EL7004 / EL7004-8	The Online Student
EL7006 / EL7006-8	Facilitating Adult Learning Online
EL7007 / EL7007-8	Ethical and Legal Issues in an Online Course
EL7008 / EL7008-8	Online Learning Communities in an Online Course
EL7010 / EL7010-8	Online Learning for K12 Students
ED7008 / ED7008-8	Educating a Diversity of Students
CT7000 / CT7000-8	Developing Curriculum Strategies and Curriculum

English Second Language (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 bilingual materials. Research and current analysis of ESL and ESL theory provides the basis for the assessment and design process. (Note: students seeking ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

PhD Specialization Courses for ESL Specialization – 18 credit hours

Select 6 courses from the following:

ESL7001 / ESL7001-8	Instructional Practices
ESL7002 / ESL7002-8	Cultural Diversity
ESL7003 / ESL7003-8	Evaluation of Diverse Students
ESL7004 / ESL7004-8	Bilingual Instructional Methods
ESL7005 / ESL7005-8	Developing Curriculum for ESL Students
ESL7007 / ESL7007-8	Second Language Foundations
ESL7010 / ESL7010-8	Practicum

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.

PhD Courses in GTD Specialization – 18 credit hours

Select 6 courses from the following:

GTD7000 / GTD7000-8	Human Performance: Paradigms and Possibilities
GTD7005 / GTD7005-8	Strategic Links for Successful Global Training
GTD7007 / GTD7007-8	The Role of Technology in the Global Training Marketplace
GTD7011 / GTD7011-8	Best Practices for Training and Presenting to International Audiences
GTD7013 / GTD7013-8	Evaluating Training Programs
GTD7019 / GTD7019-8	Trainer as Consultant in the Global Marketplace
OL7001 / OL7001-8	Conflict Resolution and Mediation
OL7002 / OL7002-8	Building Organizational Capacity
OL7003 / OL7003-8	Leadership for Excellence
ED7017 / ED7017-8	Systems Dynamics
ED7030 / ED7030-8	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.

PhD Specialization courses in IL Specialization – 18 credit hours

Select 6 courses from the following:

IL7000 / IL7000-8	The Culture of Learning
IL7001 / IL7001-8	Leader as Advocate and Decision Maker
IL7002 / IL7002-8	Leader as Community Advocate
CT7000 / CT7000-8	Developing Instructional Strategies and Curriculum
CT7007 / CT7007-8	Leadership for Student Achievement
ED7014 / ED7014-8	Practices in School Organization
ED7016 / ED7016-8	Supervision and Leadership in Schools
ED7035 / ED7035-8	Curriculum Supervision
ED7030 / ED7030-8	Development of Organizational Leadership

ED7036 / ED7036-8	Innovation for Change
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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.

PhD Courses for IE Specialization – 18 credit hours

Select 6 courses from the following:

IE7001 / IE7001-8	Introduction to Global and Comparative Education
IE7003 / IE7003-8	Culture, Society and Education in Comparative Perspective
IE7005 / IE7005-8	International Organizations in Global Education
IE7009 / IE7009-8	Conflict Resolution in an International Context
IE7013 / IE7013-8	Globalization and Educational Change
IE7007 / IE7007-8	International Education Leadership
IE7017 / IE7017-8	International Education Concepts and Theory
IE7021 / IE7021-8	Global Perspective 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.

PhD Specialization Courses in LHE Specialization – 18 credit hours

Select 6 courses from the following:

LHE7004 / LHE7004-8	Organization & Governance of Higher Education
LHE7005 / LHE7005-8	Legal Issues in Higher Education
LHE7006 / LHE7006-8	Student Affairs Leadership
LHE7007 / LHE7007-8	Strategic Enrollment Leadership
LHE7008 / LHE7008-8	Higher Education Finance
LHE7010 / LHE7010-8	Current Trends & Topics in Higher Education
LHE7011 / LHE7011-8	Foundations of Higher Education Leadership

LHE7012 / LHE7012-8	Strategic Planning & Institutional Effectiveness in Higher Education
LHE7013 / LHE7013-8	Community College Curriculum and Program Development
LHE7014 / LHE7014-8	Introduction to the Community College

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.

PhD Specialization Courses in OL Specialization – 18 credit hours

Select 6 courses from the following:

OL7001 / OL7001-8	Conflict Resolution and Mediation
OL7002 / OL7002-8	Building Organizational Capacity
OL7003 / OL7003-8	Leadership for Excellence
OL7004 / OL7004-8	Theory and Practice of Organizational Leadership
OL7005 / OL7005-8	Ethical Leadership
OL7007 / OL7007-8	Leader as Coach
OL7008 / OL7008-8	Executive Leadership in Nonprofit Organizations

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.

PhD Specialization Courses in Special Education Specialization – 18 credit hours

Select 6 courses from the following:

SE7000 / SE7000-8	Introduction to the Exceptional Student
SE7001 / SE7001-8	Assessment in Special Education
SE7002 / SE7002-8	Learning Disabled Student
SE7003 / SE7003-8	Emotionally Disabled Student
SE7004 / SE7004-8	Developing Curriculum for the Mentally Disabled

SE7005 / SE7005-8	Law in Special Education
SE7006 / SE7006-8	Teaching Strategies in Special Education
SE7007 / SE7007-8	Managing the Exceptional Student
SE7008 / SE7008-8	Language Disabilities
SE7009 / SE7009-8	Transitioning the Exceptional Student

Sports Management (SM) Specialization

The Doctor of Philosophy in Sports 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.

PhD Courses for Sports Management Specialization – 18 credit hours

Select 6 courses from the following:

SM7100 / SM7100-8	Development of Human Resource Strategies in Intercollegiate Athletics
SM7103 / SM7103-8	Intercollegiate Sports Governance
SM7106 / SM7106-8	Legal Aspects of Equity in Intercollegiate Athletics
SM7109 / SM7109-8	Sports Compliance
SM7112 / SM7112-8	Advising the Student Athlete
LHE7006 / LHE7006-8	Student Affairs Leadership
LHE7011 / LHE7011-8	Foundations of Higher Education Leadership

13 - SCHOOL OF MARRIAGE AND FAMILY SCIENCES

CERTIFICATE OF ADVANCED GRADUATE STUDIES - MASTER'S

Description of Program

The Master's Certificate of Advanced Graduate Studies (CAGS - Master's) 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 CAGS - Master's, students must complete four courses (a total of 12 credit hours) within the chosen CAGS - Master's program. With the exception of the General Psychology specialization, each CAGS - Master's is prescribed, meaning students can only take what is listed for the particular CAGS - Master's (students may not substitute alternative courses). Students must complete all four courses with a grade of "B" or better in order to receive the certificate.

Basis of Admissions

A completed bachelor's level or higher degree from an accredited institution or university is required. Credit hours from another university or institution cannot be transferred towards a CAGS - Master's program

CAGS – Master's Transfer into a Master's Degree Sequence:

- Coursework completed within a CAGS - Master's program, where a grade of (B) or better was earned, may be applied towards the specialization sequence within a master's program.
- Applying CAGS – Master's 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 CAGS – Master's program. However, a CAGS - Master's can be completed as part of doctoral coursework, assuming the student officially applies for the CAGS - Master's certificate prior to completing the fourth course in the CAGS - Master's series.

Completion Period for CAGS – Master's

Northcentral allows 2 years to complete all CAGS – Master's.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a master's program in a school other than the school from which the student obtained the CAGS - Master's, the university does not guarantee that any of the courses will be transferable to a program of another Northcentral University School.

EXAMPLE: Student obtains a CAGS - Master's certificate through the School of Marriage and Family Sciences, but wants to obtain a master's degree through the School of Psychology. In these cases, the School Dean (from the School in which the student wants to obtain the master's degree) will review the CAGS - Master's courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the master's degree.

Course Length

CAGS-Masters courses in the School of Marriage and Family Therapy are twelve weeks in length.

CAGS - Master's – 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.

MFT5104	Treatment Planning and Traditional Family Therapy
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MFT5105	Recovery-Oriented Care & Postmodern Family Therapy
MFT6104	Family Therapy with Children
MFT6105	Couples and Sex Therapy

MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

The Marriage and Family Therapy Master of Arts (MA) 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. Students in this program will critically analyze a broad range of theories and practical knowledge in marriage and family therapy. 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. Graduates of the master's level program will be well prepared to begin the process of seeking licensure in their home state or area.

Goals of the MA Program in Marriage and Family Therapy

Goals of the MA Program in Marriage and Family Therapy

The goals (referred to as Student Learning Outcomes) of the Master of Arts in Marriage and Family Therapy (MFT) program are:

1. Students will **demonstrate knowledge of family systems** oriented models of therapy (SLO #1).
2. Students will **apply family systems** oriented **clinical skills** across a variety of contexts (SLO #2).
3. Students will demonstrate an applied knowledge of the **AAMFT Code of Ethics** (SLO #3).
4. Students will advance their understanding of systemic dynamics within **diverse client** populations (SLO #4).

General Degree Requirements

The MA in Marriage and Family Therapy 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.

Northcentral 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 MFT program.

The MA degree program in Marriage and Family Therapy has the following graduation requirements:

- A minimum of 30 credit hours of graduate instruction must be completed through Northcentral.
- 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 Marriage and Family Therapy master's program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum and internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high speed internet connection.
2. **Client Contact** – Master's 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 through the practicum and internship course descriptions.
3. **Supervision** – In conjunction with client contact, master's students must receive a total of 100 hours of supervision. Supervision of students will occur at the rate of one (1) hour of supervision per every five (5) hours of client contact and will be face-to-face or live supervision conducted by AAMFT Approved Supervisors, Supervisors-in-Training, or equivalent state approved supervisors. 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.
4. **Liability Insurance** – Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance.

Completion Period for Master's Degrees

The expected time to completion of the Master of Arts in Marriage and Family Therapy degree program is 48 months (4 years). However, Northcentral University allows 6 years to complete Master's programs requiring more than 36 credit hours.

Students who are unable to complete a degree program within the stated time limits (6 years) are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Master of Arts in Marriage and Family Therapy Degree Plan

45 Credit Hours

Foundations - 18 credit hours

MFT5101	Foundations for Graduate Study in MFT
MFT5102	Legal, Ethical, and Professional Development in MFT
MFT5103	Systemic Evaluation and Case Management
MFT5104	Treatment Planning and Traditional Family Therapy
MFT5105	Recovery-Oriented Care and Postmodern Family Therapy
MFT5106	Research Methods and Evidence Based Practice

Required General Family Therapy Courses - 18 credit hours

MFT6101	Lifespan Individual and Family Development
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MFT6102	Psychopathology, Diagnosis, and Systemic Treatment
MFT6103	Cultural Diversity, Gender, and Family Therapy
MFT6104	Family Therapy with Children
MFT6105	Couple and Sex Therapy
MFT6106	Families in Crisis

Clinical Experience Requirements - 9 credit hours

MFT6951	MFT Practicum I
MFT6952	MFT Practicum II
MFT6991	MFT Internship I*
MFT6992	MFT Internship II*
MFT6995	MFT Internship and Capstone Presentation*

* Designates 1-credit courses, all other courses are 3 credits.

NOTE: While the Marriage and Family Therapy specialization 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.

California Licensure Track

For students residing in or planning to move to and pursue licensure in California, we offer a California Licensure Track option within the MA MFT program. This option has been pre-approved by the Board of Behavioral Sciences (BBS; the MFT licensing board) in California. This degree plans requires 60 credit hours. Students must complete the standard 45 credit hour degree plan with one modification (students must take the California version of our ethics course (MFT6201 California Law and Professional Ethics) rather than the standard ethics course (MFT5102 Legal, Ethical, and Professional Development in MFT). Then, in addition to the standard 45 credits, students must complete an additional five course (15 credits) that have been pre-determined to meet the CA licensing requirements.

60 Credit Hours

Foundations - 18 credit hours

MFT5101	Foundations for Graduate Study in MFT
MFT6201	California Law and Professional Ethics
MFT5103	Systemic Evaluation and Case Management
MFT5104	Treatment Planning and Traditional Family Therapy
MFT5105	Recovery-Oriented Care and Postmodern Family Therapy
MFT5106	Research Methods and Evidence Based Practice

Required General Family Therapy Courses - 18 credit hours

MFT6101	Lifespan Individual and Family Development
MFT6102	Psychopathology, Diagnosis, and Systemic Treatment
MFT6103	Cultural Diversity, Gender, and Family Therapy
MFT6104	Family Therapy with Children
MFT6105	Couple and Sex Therapy
MFT6106	Families in Crisis

California Specific Additional Course Requirements- 15 credit hours

MFT8103	Assessing and Treating Family Violence
MFT8104	Pharmacology for Family Therapists
MFT8115	Family Systems Approaches to Addiction
MFT8303	Systemic Sex Therapy
MFT8601	Gerontology and Systemic Intervention

Clinical Experience Requirements - 9 credit hours

MFT6951	MFT Practicum I
MFT6952	MFT Practicum II
MFT6991	MFT Internship I*
MFT6992	MFT Internship II*
MFT6995	MFT Internship and Capstone Presentation*

* Designates 1-credit courses, all other courses are 3 credits.

CERTIFICATE OF ADVANCED GRADUATE STUDIES - DOCTORAL - MFT**Description of Program**

The Certificate of Advanced Graduate Studies (CAGS) - Doctoral program is a post-master's certificate program. Each CAGS - Doctoral program comprises 6 courses (18 credit hours). Students must complete the program as listed below and may not substitute alternative courses. Students must complete all six courses with a grade of "B" or better in order to receive a certificate.

Basis of Admission

A completed master's level or higher degree from an accredited institution or university is required.

Scope

6 Courses (18 Credit hours) must be completed to earn a CAGS specialization. Transfer of Credit hours into CAGS - Doctoral:

- Credit hours from another university or institution cannot be transferred towards a CAGS - Doctoral program.
- Courses taken in a Northcentral master's program cannot be applied towards a CAGS - Doctoral program.

CAGS - Doctoral Transfer into a Doctoral Program

CAGS - Doctoral program courses in which a grade of (B) or better was earned may be used to satisfy doctoral degree requirements if the CAGS 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 CAGS - Doctoral program. However, a CAGS - Doctoral can be completed as part of doctoral coursework, if the student officially applies for a CAGS - Doctoral certificate prior to completing the fourth course in a CAGS series.

Completion Period for CAGS - Doctoral

Northcentral allows two years to complete a CAGS.

Students who are unable to complete a CAGS within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

NOTE: Northcentral does not guarantee that CAGS courses taken in one Northcentral School will transfer to another Northcentral School. The Dean of the School to which the student wishes to transfer will review the CAGS courses and make a final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

CAGS - Doctoral Offered by the School of Marriage and Family Sciences

The Masters Certificate of Advanced Graduate Studies (CAGS - Master's) at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas

- Child and Adolescent Therapy
- Couple Therapy
- Therapy with Military Families

Prerequisite: A bachelor's degree in any field from an accredited institution will satisfy admissions requirements.

[Click on the course name for description, click again to close.](#)

CAGS - Doctoral – 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.

MFT8201	Play Therapy Methods
MFT8202	Family Therapy with Adolescents
MFT8203	Parenting Strategies
MFT8204ADHD	Assessment and Treatment
MFT8101	Advanced Theories in Marriage and Family Therapy
MFT8102	Dynamics of Family Interaction

CAGS - Doctoral – 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.

MFT8301	Advanced Couple Therapy
MFT8302	Emotionally Focused Couples Therapy
MFT8303	Systemic Sex Therapy
MFT8304	Treating Infidelity and Sex Addiction
MFT8101	Advanced Theories in Marriage and Family Therapy
MFT8102	Dynamics of Family Interaction

CAGS - Doctoral –Therapy with Military Families

Military personnel and their families are greatly impacted by the dynamics 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 working with military families to their unique challenges.

MFT8501	Dynamics of Military Families
MFT8502	Family Therapy in the Military
MFT8103	Assessing and Treating Family Violence
MFT8115	Family Systems Approaches to Addiction
MFT8302	Emotional Focused Couples Therapy
MFT8304	Treating Infidelity and Sex Addiction

DOCTOR OF PHILOSOPHY IN MARRIAGE AND FAMILY THERAPY

The Doctor of Philosophy (PhD) program in Marriage and Family Therapy at Northcentral University is designed to provide a high quality and rigorous education and training experience for serious students who wish to prepare for professional life as marriage and family therapists. A high standard of excellence is expected. In support of this, program faculty are 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.

Goals of the PhD Program in Marriage and Family Therapy

The goals (referred to as Student Learning Outcomes) of the Marriage and Family Therapy (MFT) doctoral program are:

1. Students will obtain the essential academic training needed to effectively practice marriage and family therapy, including training in marriage and family, research, major models, professional ethics, standards of best practice, and related issues with purposeful application of family systems theory across the curriculum.
2. Students will be trained in the scholar-practitioner model including the ability to evaluate existing research and implement existing research into professional practice and also encourage professional development through participation in national, state, and local associations and related conferences, through conducting and presenting original research and other scholarly work related to the development of an in-depth specialization culminating in the completion of the dissertation process.
3. Students will develop critical thinking skills, including the respect for and use of critical and creative thinking, skeptical inquiry, and a scientific approach to solving problems related to behavior, emotional, cognitive, and relational processes.
4. Students will demonstrate a readiness, professionalism, maturity, ethical adherence, skills, clinical insight, and competence and complete the coursework and clinical experience requirements that are necessary for provisional licensure as a marriage and family therapist in most states and/or clinical membership in the American Association for Marriage and Family Therapy (AAMFT).
5. Students will pursue personal growth, intellectual accomplishment, global awareness, and respect and appreciation for diversity.
6. Students will develop informed, respectful, and scholarly communication skills in both print and electronic media as well as in verbal clinical and academic venues.
7. Students will engage in clinical training to the extent needed for competent and effective practice as a professional marriage and family therapist, including the ability to assess, diagnose, and treat individuals, couples and families with a wide variety of presenting issues including mental illness as defined by the DSM-IV and also learn the process of supervision of marriage and family therapy and develop a personal philosophy of supervision.

PhD Specializations in Marriage and Family Therapy

There are five specializations within the Doctor of Philosophy in Marriage and Family Therapy degree program, each of which is described in further detail below:

- Child and Adolescent Therapy
- Couple Therapy
- General Family Therapy
- Medical Family Therapy
- Therapy with Military Families

General Degree Requirements

The PhD in Marriage and Family Therapy degree requires a minimum of 69 credit hours at the graduate level beyond the master's degree.

Northcentral 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 MFT program.

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

- A minimum of 57 credit hours of graduate instruction must be completed through Northcentral.

- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher.
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.

Beyond these standard graduation requirements, the Marriage and Family Therapy doctoral program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum and internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high speed internet connection.
2. **Client Contact** – Doctoral students will be required to complete 1000 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 500 hours of client contact must be relational (e.g., couple or family). For more information, please read through the practicum and internship course descriptions.
3. **Supervision** – In conjunction with client contact, Doctoral students must receive a total of 200 hours of supervision. Supervision of students will occur at the rate of one (1) hour of supervision per every five hours of client contact and will be face-to-face or live supervision conducted by AAMFT Approved Supervisors, Supervisors-in-Training, or equivalent state approved supervisors. 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.
4. **Liability Insurance** – Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance.
5. **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 Northcentral University. 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.
6. **Doctoral Comprehensive Evaluation** – Upon completion of all other program requirements and prior to beginning the dissertation process, students are required to complete a doctoral comprehensive evaluation. This evaluation is relevant to the university program only and is in no way related to, preparatory for, or representative of requirements for state licensure or the licensing exam. The evaluation includes four written components and an oral presentation. The written components include: 1) a personal theory of therapy paper, 2) a critique of a research article and proposal, 3) a detailed response to an ethical dilemma, and 4) a written case illustration that is consistent with the theory of therapy paper. Once the written components are completed, the student is required to prepare and complete an oral presentation of the theory of therapy and case illustration. This is completed through online video conferencing with at least three MFT faculty members present.
7. **Dissertation** – The capstone of doctoral training is the completion of the dissertation process. All programs at Northcentral University 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: This 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 for PhD Programs in MFT

All PhD students are required to demonstrate competency in the areas listed below.

1. **Competency in Research Writing Skills** - PhD students are required to complete both MFT7101 and MFT7102 at Northcentral. Students are required to show competency in writing skills for research purposes throughout their Northcentral 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 determine communication skills are insufficient for doctoral-level work.
2. **Graduate-Level Research Methods Competency** - PhD students are required to complete MFT7103, MFT7106, and MFT7107 at Northcentral.
3. **Graduate-Level Statistics Competency** - PhD students are required to complete MFT7104 and MFT7108 at Northcentral.
4. **Computer Competency** - PhD students are required to have the computer skills that are necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). In addition, students need to use computer programs for the statistical analysis of data (e.g., SPSS). The dissertation oral defense requires the student to produce a computer-based presentation (e.g., PowerPoint).

Completion Period for Doctoral Degrees

The expected time to completion of the Doctor of Philosophy in Marriage and Family Therapy degree program is 72 months (6 years). However, Northcentral University allows 8 years to complete all doctoral programs of more than 60 credit hours.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

PhD in Marriage and Family Therapy Degree Plan

Credit Hours – This program can be completed with a minimum of 69 credit hours, but **may require additional credit hours**, depending on the need for Standard Curriculum courses and the time required to complete the dissertation research.

Basis of Admission – In order to enter the doctoral (PhD) program in marriage and family therapy, applicants must have earned a master's degree in a clinical/therapy training program from an accredited university. There are two options for entering the doctoral program in MFT:

1. **Direct Entry** – Individuals with a previously completed master's degree in marriage and family therapy (not marriage and family counseling or any other mental health discipline) may immediately begin the 69 credit PhD program.
2. **Evaluation Track** – Individuals who have previously completed a master's degree in a clinical/therapy discipline other than marriage and family therapy specifically must have their transcripts evaluated to determine if previous coursework meets some or all of the Standard Curriculum requirements (see below). Students in the Evaluation Track would begin their degree plan with MFT7101, MFT7102, and MFT8101 and then complete all required Standard Curriculum courses prior to taking the remaining courses in their degree plan.

Standard Curriculum – Up to 36 credit hours may be required as determined by formal review during the applicant evaluation process. Any required courses from the Standard Curriculum are completed in addition to the minimum of 69 credits required to complete the MFT doctoral degree plan.

[Click on the course name for description, click again to close.](#)

MFT5102	Legal, Ethical, and Professional Development in MFT
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MFT5103	Systemic Evaluation and Case Management
MFT5104	Treatment Planning and Traditional Family Therapy
MFT5105	Recovery Oriented Care and Postmodern Family Therapy
MFT5106	Research Methods and Evidence Based Practice
MFT6101	Lifespan Individual and Family Development
MFT6102	Psychopathology, Diagnosis, and Systemic Treatment
MFT6103	Cultural Diversity, Gender, and Family Therapy
MFT6104	Family Therapy with Children
MFT6105	Couple and Sex Therapy
MFT6106	Families in Crisis
MFT6951	MFT Practicum I

PhD Program

The PhD program may be completed in 69 credits (not including required Standard Curriculum courses; see above). Up to an **additional 15 credit hours will be allowed** as needed to complete the dissertation research. Students who do not complete their program in 84 credit hours (not including Standard Curriculum courses) will be dismissed.

Specializations within the MFT Doctoral Program

Students in the MFT Doctoral program may elect to complete a specialization, including any of the five options described below.

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. Eighteen (18) credit hours of coursework are devoted to Child and Adolescent Therapy.

MFT7101	Foundations for Doctoral Study in MFT
MFT7102	Scholarly Writing in MFT
MFT8101	Advanced Theories in MFT
	Standard Curriculum Courses (0-36 credit hours as needed)
MFT7103	Research Methods in MFT
MFT8102	Dynamics of Family Interaction

MFT7104	Statistical Design for MFT Research
MFT8201	Play Therapy Methods
MFT7105	Assessment in MFT Research and Intervention
MFT8202	Family Therapy with Adolescents
MFT7106	Quantitative Research Design in MFT
MFT8203	Parenting Strategies
MFT7107	Qualitative Research Design in MFT
MFT8204	ADHD Assessment and Treatment
MFT7108	Advanced Data Analysis Strategies in MFT
MFT8951	MFT Doctoral Practicum I
MFT8961	MFT Doctoral Internship I (1-credit course)
MFT8962	MFT Doctoral Internship II (1-credit course)
MFT8965	MFT Doctoral Internship and Portfolio (1-credit course)
MFT8970	MFT Supervision Methods
MFT7109	Planning Dissertation Research in MFT
CMP9500MFT	MFT Doctoral Comprehensive Examination
DIS9501MFT	Doctoral Dissertation Research I
DIS9502MFT	Doctoral Dissertation Research II
DIS9503MFT	Doctoral Dissertation Research III
DIS9504MFT	Doctoral Dissertation Research IV*

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505MFT-DIS9509MFT) may be taken if the dissertation requirements are not completed in DIS9504MFT.

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. Eighteen (18) credit hours of coursework are devoted to Couple Therapy.

MFT7101	Foundations for Doctoral Study in MFT
MFT7102	Scholarly Writing in MFT

MFT8101	Advanced Theories in MFT
	Standard Curriculum Courses (0-36 credit hours as needed)
MFT7103	Research Methods in MFT
MFT8102	Dynamics of Family Interaction
MFT7104	Statistical Design for MFT Research
MFT8301	Advanced Couple Therapy
MFT7105	Advanced Assessment in MFT Research and Intervention
MFT8302	Emotionally Focused Couple Therapy
MFT7106	Quantitative Research Design in MFT
MFT8303	Systemic Sex Therapy
MFT7107	Qualitative Research Design in MFT
MFT8304	Treating Infidelity and Sex Addiction
MFT7108	Advanced Data Analysis Strategies in MFT
MFT8951	MFT Doctoral Practicum I
MFT8961	MFT Doctoral Internship I (1-credit course)
MFT8962	MFT Doctoral Internship II (1-credit course)
MFT8965	MFT Doctoral Internship and Portfolio (1-credit course)
MFT8970	MFT Supervision Methods
MFT7109	Planning Dissertation Research in MFT
CMP9500MFT	MFT Doctoral Comprehensive Examination
DIS9501MFT	Doctoral Dissertation Research I
DIS9502MFT	Doctoral Dissertation Research II
DIS9503MFT	Doctoral Dissertation Research III
DIS9504MFT	Doctoral Dissertation Research IV*

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505MFT-DIS9509MFT) may be taken if the dissertation requirements are not completed in DIS9504MFT.

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 must complete MFT8101 and MFT8102 and then select four courses (12 credit hours) from the Marriage and Family Therapy curriculum at the 7000 or 8000 level. Courses from the larger School of Behavioral and Health Sciences 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.

A sample degree plan follows; an asterisk (*) indicates recommended elective course

MFT7101	Foundations for Doctoral Study in MFT
MFT7102	Scholarly Writing in MFT
MFT8101	Advanced Theories in MFT
	Standard Curriculum Courses (0-36 credit hours as needed)
MFT7103	Research Methods in MFT
MFT8102	Dynamics of Family Interaction
MFT7104	Statistical Design for MFT Research
MFT8202	Family Therapy with Adolescents*
MFT7105	Assessment in MFT Research and Intervention
MFT8301	Advanced Couple Therapy*
MFT7106	Quantitative Research Design in MFT
MFT8115	Family Systems Approaches to Addiction*
MFT7107	Qualitative Research Design in MFT
MFT8150	Family Life Education*
MFT7108	Advanced Data Analysis Strategies in MFT
MFT8951	MFT Doctoral Practicum I
MFT8961	MFT Doctoral Internship I (1-credit course)
MFT8962	MFT Doctoral Internship II (1-credit course)
MFT8965	MFT Doctoral Internship and Portfolio (1-credit course)
MFT8970	MFT Supervision Methods
MFT7109	Planning Dissertation Research in MFT
CMP9500MFT	MFT Doctoral Comprehensive Examination

DIS9501MFT	Doctoral Dissertation Research I
DIS9502MFT	Doctoral Dissertation Research II
DIS9503MFT	Doctoral Dissertation Research III
DIS9504MFT	Doctoral Dissertation Research IV**

***Sample Elective Course** – student can change these courses

****Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505MFT-DIS9509MFT) may be taken if the dissertation requirements are not completed in DIS9504MFT.

Medical Family Therapy

The Medical Therapy Specialization is designed to prepare students to work with individuals, couples and families that are facing chronic or acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping client families to understand and deal with their medical difficulties. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to medical family therapy. Eighteen (18) credit hours of coursework are devoted to Medical Family Therapy.

MFT7101	Foundations for Doctoral Study in MFT
MFT7102	Scholarly Writing in MFT
MFT8101	Advanced Theories in MFT
	Standard Curriculum Courses (0-36 credit hours as needed)
MFT7103	Research Methods in MFT
MFT8102	Dynamics of Family Interaction
MFT7104	Statistical Design for MFT Research
MFT8401	Medical Family Therapy
MFT7105	Assessment in MFT Research and Intervention
MFT8402	Biopsychosocial Connections and Interventions
MFT7106	Quantitative Research Design in MFT
MFT8403	Families with Severe and Chronic Illness
MFT7107	Qualitative Research Design in MFT
MFT8404	Death, Dying and Bereavement
MFT7108	Advanced Data Analysis Strategies in MFT
MFT8951	MFT Doctoral Practicum I
MFT8961	MFT Doctoral Internship I (1-credit course)

MFT8962	MFT Doctoral Internship II (1-credit course)
MFT8965	MFT Doctoral Internship and Portfolio (1-credit course)
MFT8970	MFT Supervision Methods
MFT7109	Planning Dissertation Research in MFT
CMP9500MFT	MFT Doctoral Comprehensive Examination
DIS9501MFT	Doctoral Dissertation Research I
DIS9502MFT	Doctoral Dissertation Research II
DIS9503MFT	Doctoral Dissertation Research III
DIS9504MFT	Doctoral Dissertation Research IV**

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505MFT-DIS9509MFT) may be taken if the dissertation requirements are not completed in DIS9504MFT.

Therapy with Military Families

The Therapy with Military Families Specialization is designed to prepare students to work primarily with individuals, couples, and families that are affiliated with the military through using a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with military personnel and their families. Eighteen (18) credit hours of coursework are devoted to Child and Adolescent Therapy.

MFT7101	Foundations for Doctoral Study in MFT
MFT7102	Scholarly Writing in MFT
MFT8101	Advanced Theories in MFT
	Standard Curriculum Courses (0-36 credit hours as needed)
MFT7103	Research Methods in MFT
MFT8102	Dynamics of Family Interaction
MFT7104	Statistical Design for MFT Research
MFT8501	Dynamics of Military Families
MFT7105	Assessment in MFT Research and Intervention
MFT8502	Family Therapy in the Military
MFT7106	Quantitative Research Design in MFT
MFT8302	Emotionally Focused Couple Therapy

MFT7107	Qualitative Research Design in MFT
MFT8304	Treating Infidelity and Sex Addiction
MFT7108	Advanced Data Analysis Strategies in MFT
MFT8951	MFT Doctoral Practicum I
MFT8961	MFT Doctoral Internship I (1-credit course)
MFT8962	MFT Doctoral Internship II (1-credit course)
MFT8965	MFT Doctoral Internship and Portfolio (1-credit course)
MFT8970	MFT Supervision Methods
MFT7109	Planning Dissertation Research in MFT
CMP9500MFT	MFT Doctoral Comprehensive Examination
DIS9501MFT	Doctoral Dissertation Research I
DIS9502MFT	Doctoral Dissertation Research II
DIS9503MFT	Doctoral Dissertation Research III
DIS9504MFT	Doctoral Dissertation Research IV**

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505MFT-DIS9509MFT) may be taken if the dissertation requirements are not completed in DIS9504MFT.

LICENSURE, PRACTICUM, AND INTERNSHIP

Licensure and Accreditation

Students wishing to use their graduate training to acquire clinical licensure are advised to enter the Marriage and Family Therapy Program. Northcentral University does not approve or endorse students attempting to become clinically licensed without successfully completing a formal clinical degree program. With the exception of the Marriage and Family Therapy (MFT) Program, Northcentral University does not offer such a program. Therefore, Northcentral University cannot support students who independently attempt to use their degree in general psychology to obtain licensure as a clinical or counseling psychologist.

Any student who intends to seek licensure or certification must take full responsibility for ensuring that their degree program at Northcentral meets whatever requirements are stipulated by licensing or certification bodies within their locality and their field of endeavor. Northcentral University cannot provide assistance to students regarding the interpretation or understanding of a state's licensure requirements, or the requirements of any other such entity.

Northcentral University cannot guarantee that a graduate of the MFT program will be able to obtain a license as a marriage and family therapist in a state where they may seek licensure.

Students who complete courses with practical application are responsible for keeping all clinical demographic data and supervision records for presentation to any licensing or certification agency. Northcentral is not responsible for maintaining these records and is not 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 American Psychological Association (APA), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), or the Commission on

Accreditation for Marriage and Family Therapy Education (COAMFTE). *Northcentral University does not currently offer programs that carry these accreditations.* Students seeking to become clinicians are advised to enter the Marriage and Family Therapy program, or to enroll at another institution. All MFT students and applicants are encouraged to review their own local licensure or certification requirements. Please click this link for a [directory of MFT Licensure Boards](#) within the United States and Canada.

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.

MFT Pre-Practicum

Students are required to complete the pre-practicum process, including all pre-practicum documents, before they can enroll in their first practicum course.

Practicum Information

Marriage and Family Therapy practicum courses require pre-practicum approval from the MFT Clinical Coordinator prior to enrollment. Students wishing to enroll in a practicum course should begin the approval process with their Academic Advisor at least two months prior to their anticipated practicum enrollment date. Additional details regarding practicum options within each degree program can be found below.

MA in Psychology - Students in the MA General Psychology program may elect to complete one practicum course as part of their degree program and earn 3 credit hours toward completion of their degree requirements. Students in other specializations may take practicum courses as electives in addition to their program requirements.

The practicum courses for MA Psychology students are PSY6901 and PSY6902. Additional details can be found in the course descriptions.

MA in Marriage and Family Therapy - Marriage and Family Therapy Master's students must complete at least two 3 credit practicum courses. Prior to enrolling in the first practicum course, students must complete the pre-practicum process and receive approval. As part of the pre-practicum process, students will be required to secure a local clinical placement as well as a local supervisor who meets state requirements for supervision of post-graduate MFTs seeking state licensure within their state. In order to finish the practicum requirements and continue on to the internship, students must complete at least 250 hours of direct client contact, including no less than 125 hours of relational client contact defined as conjoint therapy with two or more persons in a committed relationship (e.g. couple or family). Students must also receive satisfactory evaluations from their local site supervisor and their Northcentral faculty supervisor in order to complete the practicum sequence. Students who do not complete the required number of hours or do not receive satisfactory supervisor evaluations will be required to enroll in additional practicum courses until these requirements are met.

The practicum courses for master's level degree seeking Marriage and Family Therapy students are MFT6951 and MFT6952. Additional details can be found in the course descriptions.

Non-degree students who need an MFT Practicum course can enroll in MFT6901, MFT6902, and MFT6903 as needed. Additional details can be found in the course descriptions.

PhD in Psychology - Doctoral students in the General Psychology program may elect to complete up to two 3-credit hour practicum courses as part of their specialization coursework. Students in other specializations may take practicum courses as electives in addition to their program requirements.

The practicum courses for doctoral Psychology students are PSY8900 and PSY8901. Additional details can be found in the course descriptions.

PhD in Marriage and Family Therapy - Marriage and Family Therapy doctoral students must complete at least one 3 credit practicum course. Prior to enrolling in the required practicum course, students must complete the pre-practicum process and receive approval. As part of the pre-practicum process, students will be required to secure a local clinical placement as well as a local supervisor who meets state

requirements for supervision of post-graduate MFTs seeking state licensure within their state. If you are currently licensed to practice Marriage and Family Therapy independently in your state, you are not required to have a local on-site supervisor. Doctoral students will still receive supervision and evaluation from a NCU supervisor. In order to finish the practicum requirements and continue on to the doctoral internship, students must complete at least 125 hours of direct client contact, including no less than 62.5 hours of relational client contact defined as conjoint therapy with two or more persons in a committed relationship (e.g. couple or family) with each other. Students must also receive satisfactory evaluations from both their local site supervisor and their Northcentral faculty supervisor in order to complete the practicum sequence. Students that do not complete the required number of hours or do not receive satisfactory supervisor evaluations will be required to enroll in additional practicum courses until these requirements are met.

The practicum course for doctoral level degree seeking Marriage and Family Therapy students is MFT8951. Additional details can be found in the course description.

Internship Information

Students wishing to enroll in an internship course should apply through their Academic Advisor at least two months prior to the anticipated enrollment date. The Marriage and Family Therapy internship courses require pre-internship approval from the MFT Clinical Coordinator prior to enrollment. Please contact your Academic Advisor in order to begin this process. Additional details regarding internship options within each degree program can be found below.

MA in Psychology - There is not an internship option for master's level psychology students.

MA in Marriage and Family Therapy - Marriage and Family Therapy master's students must complete a three credit internship course. The internship site and supervisor must be approved by the MFT Clinical Coordinator prior to enrolling in the internship course. The primary requirement of this master's level internship is to complete at least 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. Supervision will occur at the rate of 1 hour of supervision per every 5 hours of client contact and will be face-to-face or live supervision. This total requirement of client contact and supervision hours includes the hours previously completed during the practicum process.

In addition to these client contact hours, students must take the AMFTRB practice exam online and submit the results to the course site. This is a practice exam for the national licensing exam. Information about preparing for and taking this practice exam can be found at: <http://www.amftrb.org/exampoint.cfm>. Information about the content/domains of the exam can be found at: <http://www.amftrb.org/exam.cfm>.

As a final requirement of this internship, 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.

The internship process for master's level degree seeking Marriage and Family Therapy students is offered as a series of three 1-credit courses including MFT6991, MFT6992, and MFT6995. Additional details can be found in the course description.

PhD in Psychology - In order to sit for a state licensing exam, psychologists typically must complete a pre-doctoral internship. Internships are structured clinical training experiences in which students provide a range of clinical services, receive intensive individual and group supervision, and attend training seminars designed to build skills and knowledge necessary for the independent practice of psychology. In the United States, a pre-doctoral internship is required for licensure in all 50 states. The exact requirements vary from state to state, but typically there is a requirement for 2,000 supervised pre-doctoral hours. The internship usually occurs at a training facility, although other clinical or teaching sites may be used if the Northcentral Psychology Training Director approves them and your state board accepts them.

Prior to the start of each internship, the Training Director and the student prepare a summary of training needs, including information from practicum supervisors and the student, which will then be sent to the internship training site. **Prospective interns must have completed both of the Psychology practicum courses (or their equivalent) prior to applying for internship.** Some states require specific numbers of practicum hours prior to internship. Students are responsible for ensuring that their practicum and internship sites meet their state's guidelines.

Students that elect to complete an internship must register for PSY8406, which is a 16-week course. The course carries 0 credit hours. The course is billed at the current tuition rate for 1 credit of doctoral-level work. Students may enroll in this course as many times as needed to meet their state's requirements.

Internship sites provide the Training Director with feedback on interns' progress. Interns and internship program faculty members should contact their Academic Advisor who can provide them with the Psychology Training Director's contact information.

PhD in Marriage and Family Therapy - Upon completion of the required practicum course (s) and pre-internship approval from the MFT Clinical Coordinator, MFT doctoral students must complete a 9-month internship under the direction of an AAMFT Approved Supervisor, Supervisor-in-Training, or the equivalent state-approved supervisor. The primary requirement of this internship is to complete at least 1,000 hours of direct client contact, 500 of which must be relational. In conjunction with client contact, doctoral students must complete 200 hours of supervision. Supervision will occur at the rate of 1 hour of supervision per every 5 hours of client contact and will be face-to-face or live supervision. The hours of client contact and supervision can include hours that were previously completed during practicum and/or documented hours completed prior to enrolling in the internship that are reviewed and approved by the MFT Clinical Coordinator.

In addition to these client contact hours, students must take the AMFTRB practice exam online and submit the results to the course site. This is a practice exam for the national licensing exam. Information about preparing for and taking this practice exam can be found at: <http://www.amftrb.org/exampoint.cfm>. Information about the content/domains of the exam can be found at: <http://www.amftrb.org/exam.cfm>.

Doctoral students who have completed the required 1000 hours of client contact and 200 hours of supervision prior to enrolling in the doctoral internship can elect to complete an internship with a focus on clinical research or clinical teaching.

The internship process for doctoral MFT students is offered as a series of three 1-credit courses including MFT8961, MFT8962, and MFT8965. Additional details can be found in the course description.

MFT Supervision Training

In addition to the doctoral level practicum and internship courses, 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 Northcentral University. The supervision course is pre-approved by the AAMFT to count for the 30-hour supervision course requirement. Students will have to complete the direct supervision and supervision mentoring requirements outside of the program in order to qualify for the Approved Supervisor designation.

Doctoral MFT students must enroll in MFT8970 As an alternative to completing the supervision course at Northcentral, students may elect to complete the training directly through AAMFT. Upon completion of the training, students may submit documentation through their Academic Advisor for approval and the course requirements for MFT8970 will be waived.

14 - SCHOOL OF PSYCHOLOGY

OVERVIEW

The School of Psychology at Northcentral University offers the following degrees (this section of the catalog is organized as follows):

- BA in Psychology
- Certificate of Advanced Graduate Study (CAGS) - Master's
 - Gender Diversity Studies
 - Health Psychology
 - Industrial/Organizational Psychology
 - MA in Psychology
 - Gender Diversity Studies
 - General Psychology
 - Health Psychology
 - Industrial/Organizational Psychology
 - Certificate of Advanced Graduate Study (CAGS) - Doctoral
 - Addictions
 - Gender Diversity Studies
 - Health Psychology
 - Industrial/Organizational Psychology
 - Mental Health Policy and Practice
 - PhD in Psychology
 - Gender Diversity Studies
 - General Psychology
 - Health Psychology
 - Industrial/Organizational Psychology
 - Mental Health Policy and Practice

MISSION, VISION, AND GOALS

Mission Statement

The mission of Northcentral's School of Psychology (SBHS) is to deliver educational opportunities allowing students throughout the world to acquire the knowledge, skills, practical application and values integral to the Psychology.

Vision Statement

The vision of the Northcentral's School of Psychology is to unite a global community of faculty and students to improve the human condition through research and practice.

Goals

The School of Psychology (SBHS) 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 SBHS fields.

BACHELOR OF ARTS IN PSYCHOLOGY (BA) PROGRAM

The Northcentral University Bachelor of Arts in Psychology program is an undergraduate 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 Northcentral University 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).

Goals of the BA Program in Psychology

The goals (referred to as Student Learning Outcomes) of the Bachelor of Arts in Psychology degree program are as follows:

- Students will demonstrate a broad knowledge base in general psychology.
- Students will be able to identify basic concepts related to research methods in psychology.
- Students will recognize critical thinking skills in psychology.
- Students will relate psychological principles to personal, social, and organizational issues.
- Students will examine the values of ethical action, use of empirical evidence in making decisions, respect for diversity understanding of the role of psychology in fostering positive social, civic, and global outcomes.
- Students will develop information literacy and communication skills.

General 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 (see Section 2 - Admission Policies, Basis for Admissions).

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 Student does not have Introduction to Psychology course in transfer from an accredited institution, then Student must complete PSY2000, Introduction to Psychology, prior to completing any other course. This course does not count toward the 30 required credits. PSY4500, Capstone in Psychology, must be the student's last course on their degree plan.

Required Northcentral University Psychology Courses (10 courses) – 30 semester credit hours.

Click on the course name for description, click again to close.

LS3010	Foundations for Undergraduate Study
PSY3002	Abnormal Psychology
PSY3003	Human Development
PSY3004	Basic Research Methods in Psychology

PSY3006	Social Psychology
PSY3007	Ethics and Professional Issues
PSY3009	Multicultural Psychology
PSY3011	Introduction to Statistics in Psychology
PSY3012	Evolutionary Psychology
PSY4500	Capstone in Psychology

Psychology Electives – Available to students to complete 120 credit hour requirement.

Students may select any undergraduate Northcentral course to fulfill this requirement. Your Academic Advisor can assist you in choosing courses applicable to your career goals.

PSY4200	Overview of Substance Abuse and Addiction
PSY4201	Forensic Psychology
PSY4202	Community Psychology: Prevention and Change
PSY4203	Industrial/Organizational Psychology
PSY4204	Adult Aging
PSY4205	Principles of Mental Health
PSY4206	Critical Thinking and Personal Development
PSY4207	Psychology of Learning
PSY4208	Human Sexual Behavior
PSY4209	Psychology and Health
PSY4210	Research Project

Students may select any undergraduate Northcentral course to fulfill this requirement. Your Academic Advisor can assist you in choosing courses applicable to your career goals.

CERTIFICATE OF GRADUATE STUDIES - MASTER'S - PSYCHOLOGY

Description of Program

The Master's Certificate of Advanced Graduate Studies (CAGS - Master's) 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 CAGS - Master's, students must complete four courses (a total of 12 credit hours) within the chosen CAGS - Master's program. With the exception of the General Psychology specialization, each CAGS - Master's is prescribed, meaning students can only take what is listed for the particular CAGS - Master's (students may not substitute alternative courses). Students must complete all four courses with a grade of "B" or better in order to receive the certificate.

Basis of Admissions

A completed bachelor's level or higher degree from an accredited institution or university is required. Credit hours from another university or institution cannot be transferred towards a CAGS - Master's program

CAGS – Master's Transfer into a Master's Degree Sequence:

- Coursework completed within a CAGS - Master's program, where a grade of (B) or better was earned, may be applied towards the specialization sequence within a master's program.

- Applying CAGS – Master’s 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 CAGS – Master’s program.

Completion Period for CAGS – Master’s

Northcentral allows 2 years to complete all CAGS – Master’s.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a master’s program in a school other than the school from which the student obtained the CAGS - Master’s, the university does not guarantee that any of the courses will be transferable to a program of another Northcentral University School.

EXAMPLE: Student obtains a CAGS - Master’s certificate through the School of Psychology, but wants to obtain a master’s degree through the School of Education. In these cases, the School Dean (from the School in which the student wants to obtain the master’s degree) will review the CAGS - Master’s courses and provide the final determination. The outcome will be documented in the student’s file. The student will be notified by e-mail of the requirements to obtain the master’s degree.

CAGS - Master’s Offered by the School of Psychology

The Masters Certificate of Advanced Graduate Studies (CAGS - Master’s) at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas:

- Gender Diversity
- General Psychology
- Health Psychology
- Industrial/Organizational Psychology

Prerequisite: A bachelor’s degree in any field from an accredited institution will satisfy admissions requirements.

Course Length

CAGS-Masters courses in the School of Psychology are eight weeks in length.

CAGS - Master’s – Gender Diversity

The purpose of the Gender Diversity Studies certificate is to provide an understanding of the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation.

PSY6201-8	Psychology of Sex: Function and Dysfunction
PSY6202-8	Psychology of Gender
PSY6203-8	Psychological Aspects of Gender Variance
PSY6204-8	Psychology of the Gay, Lesbian and Bisexual Population

CAGS - Master's – General Psychology

The General Psychology certificate allows students to select courses from a broad range of electives to fit their personal and professional goals. Students may take psychology courses at the 5000 or 6000 level.

PSY6100-8	Theories of Personality*
PSY6102-8	Multicultural Psychology*
PSY6103-8	Human Communication: Interviewing Skills*
PSY6104-8	Positive Psychology*

*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.

CAGS - Master's – Health Psychology

The purpose of the Health Psychology certificate is to provide an understanding of the total matrix of factors influencing psychological and physical health and illness.

PSY6301-8	Health Psychology
PSY6302-8	Behavioral Nutrition
PSY6303-8	Stress and Coping
PSY6304-8	Coaching for Health and Wellness

CAGS - Master's – Industrial/Organizational Psychology

The purpose of the Industrial/Organizational Psychology specialization is to provide an understanding of people in the world of work, including the application of theory and research to organizational and human resource management issues.

PSY6401-8	Industrial/Organizational Psychology
PSY6402-8	Applied Statistics
PSY6403-8	Tests and Measurements in Industrial/Organizational Psychology
PSY6414-8	Small Group Theory and Team Processes

MASTER OF ARTS IN PSYCHOLOGY (MA)

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.

Goals of the MA Program in Psychology

The goals (referred to as Student Learning Outcomes) of the Master of Arts in Psychology degree program are as follows:

- Students will analyze and apply a knowledge base in psychology.

- Students will analyze and apply basic concepts related to research methods and data analysis in psychology.
- Students will apply advanced critical thinking skills in psychology.
- Students will analyze psychological principles and apply them to personal, social, and organizational issues.
- Students will apply specific ethical principles, as related to research, academic integrity, respect for diversity, and engagement in civic and global issues.
- Students will analyze and critique research by practicing scholarly communication skills in print and electronic media.

General Degree Requirements

The master's degree requires a total of 36 credit hours at the graduate level beyond the bachelor's degree.

The University may accept a maximum of 6 semester credit hours in transfer toward the master's degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

All master's degree programs have the following graduation requirements:

- A minimum of 30 credit hours of graduate instruction must be completed through Northcentral.
- 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.

Completion Period for Master's Degrees

Northcentral allows five years to complete all 36 credit hour master's programs. Normal time to complete varies depending upon course take rate and credits transferred in. The expected time to completion of the Master of Arts in Psychology degree program is 51 months (4 years, 3 months).

Note: Normal time to completion is based upon the policies in effect while students were active in their programs. On January 3, 2011 Northcentral implemented new continuous enrollment policies, which have decreased the expected time to completion. Additionally, on July 1, 2011, the MaPSY program was converted from 12 week courses to 8 week courses. Students starting the program after July 1, 2011 who maintain continuous enrollment can expect to complete the program in 28 months (2 years, 4 months).

Students who are unable to complete a degree program within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

MA Specializations

Students are required to select one of four specializations within the Master of Arts in Psychology degree program, each of which is described in further detail below:

- Gender Diversity Studies
- General Psychology
- Health Psychology
- Industrial/Organizational Psychology

Course Length

As of June 15th, 2011, all new students enrolling in the Master of Arts in Psychology program are automatically enrolled in courses that are eight weeks in length. Students whose Master of Arts in Psychology program was in

progress as of June 15th, 2011 will continue to be enrolled in courses that are twelve weeks in length. These existing MAPsy students may opt to switch to eight-week courses by contacting their Academic Advisor. Once an existing MAPsy student has opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

Master of Arts in Psychology Degree Plan

36 Credit Hours

Foundations - 21 credit hours

Click on the course name for description, click again to close.

PSY5101 / PSY5101-8	Foundations for Graduate Study in Psychology
PSY5102 / PSY5102-8	History and Systems of Psychology
PSY5103 / PSY5103-8	Professional Ethics, Law, and Psychology
PSY5104 / PSY5104-8	Theories of Human Development and Functioning
PSY5105 / PSY5105-8	Social Psychology
PSY5106 / PSY5106-8	Biopsychology
PSY5107 / PSY5107-8	Research Design

These courses must be completed prior to enrolling in other graduate courses in psychology.

Required Specialization Courses – 15 credit hours

See Specialization options below.

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.

Required Specialization Courses - 15 credit hours

PSY6201 / PSY6201-8	Psychology of Sex: Function and Dysfunction
PSY6202 / PSY6202-8	Psychology of Gender
PSY6203 / PSY6203-8	Psychological Aspects of Gender Variance
PSY6204 / PSY6204-8	Psychology of the Gay, Lesbian and Bisexual Population
PSY6205 / PSY6205-8	Capstone Course: Gender Diversity Studies

General Psychology Specialization

The General Psychology specialization allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 15 credit hours for the specialization in General Psychology (12 of these credits are from elective courses and 3 from a required Capstone course). Students may take psychology courses at the 5000, 6000, 7000, or 8000 level including up to two courses from other fields (MFT, Business, and/or Education) courses levels to fulfill their specialization requirements (note: if practicum courses are selected, only

one may count towards the degree – see practicum information provided at the end of this section). Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Specialization Courses - 15 credit hours

PSY6100 / PSY6100-8	Theories of Personality*
PSY6102 / PSY6102-8	Multicultural Psychology*
PSY6103 / PSY6103-8	Human Communication: Interviewing Skills*
PSY6104 / PSY6104-8	Positive Psychology*
PSY6105 / PSY6105-8	Capstone Course: Psychology

*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 Psychology Specialization

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.

Required Specialization Courses – 15 credit hours

PSY6301 / PSY6301-8	Health Psychology
PSY6302 / PSY6302-8	Behavioral Nutrition
PSY6303 / PSY6303-8	Stress and Coping
PSY6304 / PSY6304-8	Coaching for Health and Wellness
PSY6305 / PSY6305-8	Capstone Course: Health Psychology

Industrial/Organizational Psychology Specialization

The purpose of the Industrial/Organizational Psychology specialization is to provide an in-depth understanding of people in the world of work. Training is provided in conducting basic and applied research and in the application of theory and research to organizational and human resource management issues.

Required Specialization Courses – 15 credit hours

PSY6401 / PSY6401-8	Industrial/Organizational Psychology
PSY6402 / PSY6402-8	Applied Statistics
PSY6403 / PSY6403-8	Tests and Measurements in Industrial/Organizational Psychology
PSY6414 / PSY6414-8	Small Group Theory and Team Processes
PSY6415 / PSY6415-8	Capstone Project: Industrial/Organizational Psychology

CERTIFICATE OF ADVANCED GRADUATE STUDIES IN PSYCHOLOGY

Description of Program

The Certificate of Advanced Graduate Studies (CAGS - Doctoral) program is a post-master's certificate program. Each CAGS - Doctoral 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 courses with a grade of "B" or better in order to receive a certificate.

Basis of Admission

A completed master's level or higher degree from an accredited institution or university is required. If applying for admission to the CAGS - Doctoral Mental Health Policy and Practice specialization, the Basis of Admission is current licensure in the student's state either in counseling, social work, marriage and family therapy, or as a psychologist, etc.).

Scope

6 Courses (18 Credit hours) must be completed to earn a CAGS - Doctoral specialization. Transfer of Credit hours into CAGS - Doctoral:

- Credit hours from another university or institution cannot be transferred towards a CAGS - Doctoral program.
- Courses taken in a Northcentral master's program cannot be applied towards a CAGS - Doctoral program.

CAGS - Doctoral Transfer into a Doctoral Program

CAGS - Doctoral program courses in which a grade of (B) or better was earned may be used to satisfy doctoral degree requirements if the CAGS - Doctoral 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 CAGS - Doctoral program. However, a CAGS - Doctoral can be completed as part of doctoral coursework, if the student officially applies for a CAGS - Doctoral certificate prior to completing the fourth course in a CAGS - Doctoral series.

Completion Period for CAGS - Doctoral

Northcentral allows two years to complete a CAGS - Doctoral.

Students who are unable to complete a CAGS - Doctoral within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

NOTE: Northcentral does not guarantee that CAGS - Doctoral courses taken in one Northcentral School will transfer to another Northcentral School. The Dean of the School to which the student wishes to transfer will review the CAGS - Doctoral courses and make a final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

School of Psychology CAGS - Doctoral

[Click on the course name for description, click again to close.](#)

Additions - 18 credit hours

This certificate program is intended for mental health practitioners who would like to develop knowledge and expertise in the area of substance abuse, addictions, and addictive behaviors.

PSY8111	Clinical Survey of Substance Abuse and Dependence
PSY8112	Addiction Assessment and Treatment Planning

PSY8113	Addiction and Compulsive Behavior
PSY8114	Co-Occurring Disorders
PSY8115	Family Systems Approaches to Addiction
PSY8116	Group Therapy

Gender Diversity Studies - 18 credit hours

This certificate program is intended for practicing mental health practitioners who would like more knowledge in the area of gender diversity.

PSY8200	Sexual Issues
PSY8201	Dynamics of Family Interaction
PSY8202	Psychology of Women
PSY8203	Psychology of Gender
PSY8204	Psychological Aspects of Gender Variance
PSY8205	Psychology and the Gay, Lesbian and Bisexual Population

General Psychology - 18 credit hours

The General Psychology 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 Psychology. Students must take at least four doctoral level PSY content courses and may take up to two courses from the CAGS - Doctoral offered in other fields (Business and/or Education) to fulfill their General Psychology 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

PSY8100	Theories of Personality*
PSY8101	Multicultural Psychology*
PSY8103	Cognition, Emotion, and Motivation*
PSY8104	Positive Psychology*
PSY8105	Community Psychology*
PSY8106	Human Communication: Interviewing Skills *

*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 Advisor to revise their degree plan.

Health Psychology - 18 credit hours

This certificate program is intended for individuals who would like to apply the principles of health psychology in a variety of settings.

PSY8300	Health Psychology
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PSY8111	Clinical Survey of Substance Abuse and Dependence
PSY8128	Stress and Coping
PSY8303	Eating Disorders and Obesity
PSY8304	Complementary and Alternative Medicine
PSY8305	Consultation and Interventions in Health Care Settings

Industrial/Organizational Psychology - 18 credit hours

This certificate program is intended for individuals who would like to apply the principles of I/O psychology in business and organizational settings.

PSY8400	Industrial/Organization Psychology
PSY8106	Human Communication – Interviewing Skills
PSY8117	Life Coaching
PSY8129	Organizational Training and Development
PSY8401	Leadership and Management
PSY8404	Consulting in Business, Education, and Health

Mental Health Policy and Practice - 18 credit hours

PSY8500	Mental Health Services Policy
PSY8501	Mental Health Administration and Management
PSY8502	Comparative Analysis of Psychotherapies
PSY8503	Evidence-Based Treatments
PSY8504	Psychology and Finance
PSY8505	Mental Health and the Courts

DOCTOR OF PHILOSOPHY IN PSYCHOLOGY DEGREE PROGRAM (PHD)

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.

Goals of the PhD Program in Psychology

The goals (referred to as Student Learning Outcomes) of the Doctorate in Psychology programs are as follows:

- Students will evaluate, interpret, and integrate a knowledge base in psychology.
- Students will assess and evaluate research methods and data analysis and carry out their own research studies.
- Students will utilize professional critical thinking skills to synthesize and evaluate professional knowledge.

- Students will evaluate the use of psychological principles as applied to personal, social, and organizational issues.
- Students will independently and appropriately implement ethical principles in research, integrate academic integrity, and respect for diversity into a personal code of honor.
- Students will access, prepare, and evaluate scholarly research.

PhD Specializations in Psychology

There are five specializations within the Doctor of Philosophy in Psychology degree program, each of which is described in further detail below:

- Gender Diversity Studies
- General Psychology
- Health Psychology
- Industrial/Organizational Psychology
- Mental Health Policy and Practice

General 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 Northcentral.
- Grade Point Average of 3.0 (letter grade of "B") or higher.
- Satisfactory completion of a Comprehensive Exam.
- University approval of dissertation manuscript and successful completion the oral 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.

Competencies for PhD Programs in Psychology

All PhD students are required to demonstrate competency in these areas:

- **Competency in Research Writing Skills** - PhD students are required to complete both PSY7101 and PSY7102 at Northcentral. Students must demonstrate doctoral-level writing skills in all Northcentral 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 determine communications skills are insufficient for doctoral-level work.
- **Graduate-Level Research Methods Competency** - PhD students are required to complete PSY7103, PSY7106, PSY7108, and PSY7109 at Northcentral.
- **Graduate-Level Statistics Competency** - PhD students are required to complete PSY7107 at Northcentral.

- **Computer Competency** - Doctoral students are required to have the 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., SPSS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral defense.

Completion Period for Doctoral Degrees

Northcentral allows seven years to complete a doctoral program. Normal time to complete varies depending upon course take rate and credits transferred in. The expected time to completion of the Doctor of Philosophy in Psychology degree program is 78 months (6 years, 6 months).

Note: Normal time to completion is based upon the policies in effect while students were active in their programs. On January 3, 2011 Northcentral implemented new continuous enrollment policies, which have decreased the expected time to completion. Students starting the program after January 3, 2011 who maintain continuous enrollment can expect to complete the program in 65 months (5 years, 5 months).

Students who are unable to complete a degree program within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

PhD in Psychology Degree Plan

Credit Hours - The PhD program may be completed in 60 credits (not including required Standard Curriculum courses; see below). Up to an *additional 15 credit hours will be allowed* as needed to complete dissertation research. Students who do not complete their program in 75 credit hours (not including Standard Curriculum courses) will be dismissed

Basis of Admission - In order to enter the doctoral (PhD) program in psychology, applicants must have earned a master's degree from an accredited university. There are three 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 (see below). Students in the Evaluation Track would begin their degree plan with PSY7101 and PSY7102 and then take all required Standard Curriculum courses prior to taking the remaining courses in their degree plan.

NOTE: Standard curriculum courses are only required if you do not have a Master's degree in Psychology or a related field. Courses can be waived if similar graduate level courses were completed prior to enrollment.

Standard Curriculum - Up to 15 credit hours determined based on formal evaluation. These courses are in addition to the 60 credits listed below.

Click on the course name for description, click again to close.

PSY7011	History and Systems of Psychology
PSY7012	Professional Ethics, Law, and Psychology
PSY7013	Human Development and Functioning
PSY7014	Social Psychology
PSY7015	Biopsychology

The purpose of the Gender Diversity Studies specialization is to provide an in-depth understanding of the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation, prepare students to apply principles of psychology related to gender diversity in a variety of settings, and carry out research related to gender diversity in a variety of settings. Eighteen (18) credit hours of coursework are devoted to Gender Diversity Studies.

PSY7101	Foundations for Doctoral Study in Psychology
PSY7102	Scholarly Writing and Professional Communication in Psychology
	Standard Curriculum Courses, if needed
PSY8200	Sexual Issues
PSY7103	Research Methods
PSY8201	Dynamics of Family Interaction
PSY7104	Statistics I
PSY8202	Psychology of Women
PSY7105	Tests and Measurements
PSY8203	Psychology of Gender
PSY7106	Quantitative Research Design
PSY8204	Psychological Aspects of Gender Variance
PSY7107	Statistics II
PSY8205	Psychology and the Gay, Lesbian and Bisexual Population
PSY7108	Qualitative Research Design
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research*
DIS9502P	Dissertation Research*
DIS9503P	Dissertation Research*
DIS9504P	Dissertation Research*

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505P-DIS9509P) may be taken if the dissertation requirements are not completed in DIS9504P.

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.

Students in the General Psychology specialization select six courses (18 credit hours) from the School of Psychology curriculum at the 7000 or 8000 level. Courses from other disciplines may fill this requirement, with School of Psychology approval. Note: an internship course cannot count towards the degree program.

A sample degree plan follows; an asterisk (*) indicates an example specialization course:

PSY7101	Foundations for Doctoral Study in Psychology
PSY7102	Scholarly Writing and Professional Communication in Psychology
	Standard Curriculum Courses, if needed (see above)
PSY8100	Theories of Personality*
PSY7103	Research Methods
PSY8101	Multicultural Psychology*
PSY7104	Statistics I
PSY8103	Cognition, Emotion, and Motivation*
PSY7105	Tests and Measurements
PSY8104	Positive Psychology*
PSY7106	Quantitative Research Design
PSY8105	Community Psychology*
PSY7107	Statistics II
PSY8106	Human Communication: Interviewing Skills *
PSY7108	Qualitative Research Design
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research**
DIS9502P	Dissertation Research**
DIS9503P	Dissertation Research**
DIS9504P	Dissertation Research**

*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 will work with their Academic Advisor to revise their degree plan.

***Dissertation Research* – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505P-DIS9509P) may be taken if the dissertation requirements are not completed in DIS9504P.

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.

PSY7101	Foundations for Doctoral Study in Psychology
PSY7102	Scholarly Writing and Professional

	Communication in Psychology
	Standard Curriculum Courses, if needed (see above)
PSY8300	Health Psychology
PSY7103	Research Methods
PSY8301	Psychosocial Factors in Health
PSY7104	Statistics I
PSY8302	Behavioral Nutrition
PSY7105	Tests and Measurements
PSY8303	Eating Disorders and Obesity
PSY7106	Quantitative Research Design
PSY8304	Complementary and Alternative Medicine
PSY7107	Statistics II
PSY8305	Consultation and Interventions in Health Care Settings
PSY7108	Qualitative Research Design
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research*
DIS9502P	Dissertation Research*
DIS9503P	Dissertation Research*
DIS9504P	Dissertation Research*

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505P-DIS9509P) may be taken if the dissertation requirements are not completed in DIS9504P.

Industrial/Organizational Psychology

The purpose of the Industrial/Organizational Psychology specialization is to provide an in-depth understanding of people in the world of work, prepare students to apply principles of I/O psychology in work and organizational settings, and carry out research related to human behavior in organizations. Eighteen (18) credit hours of coursework are devoted to Industrial/Organizational Psychology.

PSY7101	Foundations for Doctoral Study in Psychology
PSY7102	Scholarly Writing and Professional Communication in Psychology
	Standard Curriculum Courses, if needed
PSY8400	Industrial/Organizational Psychology

PSY7103	Research Methods
PSY8401	Leadership and Management
PSY7104	Statistics I
PSY8402	Work Motivation and Attitudes
PSY7115	Tests and Measurements in I/O Psychology
PSY8403	Organizational Development
PSY7106	Quantitative Research Design
PSY8404	Consulting in Business, Education, and Health
PSY7107	Statistics II
PSY7108	Qualitative Research Design
PSY8406	Multivariate Statistical Analysis
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research*
DIS9502P	Dissertation Research*
DIS9503P	Dissertation Research*
DIS9504P	Dissertation Research*

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505P-DIS9509P) may be taken if the dissertation requirements are not completed in DIS9504P.

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.

PSY7101	Foundations for Doctoral Study in Psychology
PSY7102	Scholarly Writing and Professional Communication in Psychology
PSY8500	Mental Health Services Policy
PSY7103	Research Methods
PSY8501	Mental Health Administration and Management
PSY7104	Statistics I
PSY8502	Comparative Analysis of Psychotherapies
PSY7105	Tests and Measurements

PSY8503	Evidence-Based Treatments
PSY7106	Quantitative Research Design
PSY8504	Psychology and Finance
PSY7107	Statistics II
PSY8505	Mental Health and the Courts
PSY7108	Qualitative Research Design
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research*
DIS9502P	Dissertation Research*
DIS9503P	Dissertation Research*
DIS9504P	Dissertation Research*

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505P-DIS9509P) may be taken if the dissertation requirements are not completed in DIS9504P.

COURSE DESCRIPTIONS

GENERAL EDUCATION

Composition

RC1001 - Composition 1 (Undergraduate)

The purpose of this course is to introduce students to the Northcentral University Writing Process through a series of discussions and assignments that lead students through invention and prewriting, drafting, and revising. In addition, this course prepares the student to examine and to engage in writing for academic purposes. This course culminates in a portfolio presentation that charts the student's academic writing process and identifies areas in need of further growth and attention.

RC1002 - Composition 2 (Undergraduate)

The purpose of this course builds on the Northcentral University Writing Process concepts learned in RC1001. This course contains a series of discussions and assignments that lead students through invention and prewriting, researching, annotated bibliography, drafting with sources, and revising with sources. This course culminates in a portfolio presentation that charts the student's Academic Writing Process and identifies areas in need of further growth and attention.

RC3001 - Special Topics in Managerial Communication (Undergraduate)

The purpose of this course is to engage writers in the various rhetorical modes and methods of organization needed to write successfully in a business setting. The course addresses the styles and the lexicon appropriate for drafting, writing and revising persuasive messages, bad news messages, executive summaries, and memos. During the course, students will engage in required discussions and assignments that lead them through the writing process. This will help them hone their ideas about the business topics that form the basis of the case studies presented in this course.

Humanities

HU1001 - American Literature (Undergraduate)

Through selected readings from the founders of American democracy to the "American Renaissance" period of Hawthorne, Emerson, and Thoreau, and on to the beginnings of modern literature with Twain and T.S. Eliot, this course explores the history, evolution, and extraordinary breadth that exists in American literature.

HU1002 - American Black Identity: A critical look at race relations in America (Undergraduate)

This undergraduate level course analyzes the complexities of constructing a favorable American Identity from colonialism to the present with emphasis on black – white relations. In examining black – white relationships, critical thought and deliberation is given to such concepts as oppression and unearned privilege. We propose to unveil the many social, political, and economic dilemmas facing America, and central to this inquiry is black America. From slavery to quasi-freedom to legal segregation to Civil Rights, we will deconstruct a problematic past with a salient, perpetuating narrative. In the end, the course aims at casting a new philosophy for American Identity.

HU1004 - The Art of Wondering and Philosophy (Undergraduate)

This is a course in the art of wondering how to make conceptual art called philosophy. The student can experience a 'practical' form of philosophy taught in a way that is as interesting as it is enlightening. Students apply philosophic thinking tools to a host of original ideas gleaned from the world's foremost thinkers. The course content constantly revolves around the question of life's meaning.

HU1008 - Exploring Cinema (Undergraduate)

This course will introduce the student to the art and craft of film and film production. It provides an exploration of both the creative aspects of the elements of film and the development of a critical eye with which to evaluate American Cinema.

HU1009 - Culture and Religion (Undergraduate)

This course provides an introduction to the historical, geographic, mythical, ritual, psychosocial, anthropological, and doctrinal differences among the major world religions.

HU1010 - The Short Story (Undergraduate)

This course explores the emotional and intellectual content of selected short stories through analysis and comparison of traditional short story elements.

International Diversity Studies

IDS3001 - Critical Thinking in a Diverse Society (Undergraduate)

This course covers the background and overview of critical thinking; reviews diverse language and cultural concepts; and explores the links between critical thinking, reading and writing. It includes exercises to analyze articles and arguments from the media. Clear objective thinking is crucial for well-reasoned reading, writing, listening, and speaking. Some of the most important problems facing humanity today are the lack of understanding of the cultures and values of other people, our own subjective viewpoints, and the misconceptions in reasoning and thinking that result from societal influences.

IDS3002 - Sociology of the Future (Undergraduate)

Social change is identified by any shift in society that impacts individuals within psychological, economic, social and political respects. Topics will include scenarios for the future: the possible, the probable, and especially the preferable. This course covers changes and trends in technology, world view, family structure, medicine, economics, environment, population, business, and politics. An important component will be reflection on the values we use to judge, describe, and guide our actions toward the future. This will assist students to understand the nature of change in modern society, identify impending changes, and clarify values in the light of these changes.

IDS3005 - Behavioral Economics (Undergraduate)

This course in behavioral economics is a cross-disciplinary subject that combines neoclassical economics (rational choice theory), cognitive psychology, and other social sciences to explore the reasons for and consequences of financial decisions. It deals with consumer behavior, preferences, decisions, and other influences; and the results of these choices, both financial and emotional. More practically, it presents the reasons why people make good and bad financial choices, and how to deal with this.

IDS3007 - World Music (Undergraduate)

Explores the cultural and historical influences on the creation and development of music from a global perspective. The course emphasis is on aural communication skills. Explores the cultural and historical influences on the creation and development of music from a global perspective. The course emphasis is on aural communication skills.

Learning Skills

LS1003 - Understanding Media (Undergraduate)

This course is a systematic study of mass communication, the process of communication itself, and the role it plays in global society. Relevant research and theory applied to the operation of mass media is presented, along with its influence on individuals, societies, and cultures.

LS1008 - Mathematics (Undergraduate)

This course focuses on the practical application of mathematics using the basic concepts of logic, statistics, finance, geometry, trigonometry, and calculus.

LS1009 - College Algebra (Undergraduate)

This course is a general purpose algebra course required for graduation in most majors. It is an application oriented course with an emphasis on the development of the skills necessary to use algebraic and graphing concepts to solve problems involving real data. The use of either a graphing calculator (TI 83 or 84 are excellent) or graphing software is required.

LS1010 - Search Strategies (Undergraduate)

This course develops information literacy in the context of meaningful searches for academic quality resources. Skills gained include basic APA formatting and the ability to locate, evaluate, and use information in the context of academic and professional activities. Course assignments are designed to allow a student to explore his/her own area of interest and build toward the Final Project, which is an APA-formatted research paper.

Natural Sciences

NS1002 - Introduction to Meteorology (Undergraduate)

This is an introductory course about the atmosphere and its weather and climate. It is intended to connect student's everyday experiences with the weather and meteorological concepts introduced in the course, and to provide students with an understanding of the basic principles of meteorology and climate, explaining the 'how' and 'why' of behind daily weather reports.

NS1004 - Controversial Environmental Issues (Undergraduate)

This course analyzes the major environmental issues facing today's world, including the political aspects, the effect of technology, waste disposal, and the future of the environment. Advocates for each side of the issues present their views. The student is expected to analyze both sides of the controversy and present critical opinions supporting their own viewpoint.

NS1005 - General Biology (Undergraduate)

This course explores important, major topics in modern biology including modern theoretical thought on life origins, the structure and function of living systems, and the diversity of life ranging from single celled organisms to modern animals and plants.

NS1006 - Health and Nutrition (Undergraduate)

The course focuses on personal responsibility of health for a lifetime of physical, psychological, emotional and social well-being.

Political Science

PS1001 - American History (Undergraduate)

This course is a study of the development of American characteristics and nationality from colonial beginnings through the period of Reconstruction, emphasizing the factors and forces, which produced the Revolution, the Constitution, westward expansion, sectionalism and the Civil War. It also includes a study of the social, economic, and political forces that moved the United States through changing times from the post-Reconstruction era to the present, focusing on both domestic and foreign affairs in the country's last century of development.

PS1002 - U.S. Government (Undergraduate)

This course is an elitist introduction to American government. Elite theory is contrasted to democratic theory and to modern pluralist political theory and includes examining the U.S. Constitution, American political history, power structures, public opinion, mass media, elections, parties, interest groups, the presidency, Congress, the bureaucracy, the courts, federalism, protest movements, and public policy.

Sociology

SS1004 - Sociology (Undergraduate)

This course investigates the principles and challenges of group behavior, socialization, culture, and social organizations.

SS1005 - Psychology of Adjustment (Undergraduate)

This course addresses the process of achieving optimal mental health. Course concepts to be explored include choice and change, stress, coping, love, sexuality, relationships, loneliness, death, loss, meaning and values. Students will address mastering and transcending challenges in life. The process is for students of any age who wish to expand their self-awareness and make gratifying choices that lead to personal adjustment.

SS1007 - Psychology in Business (Undergraduate)

This course teaches students how to apply established psychological concepts to improve personal effectiveness in business situations. Students will study practical application of these concepts through case studies of problem situations commonly occurring in the workplace.

SCHOOL OF BUSINESS AND TECHNOLOGY MANAGEMENT

Accounting

ACC5000 - Advanced Intermediate Accounting (Graduate)

This course is a comprehensive study preparing and analyzing financial statements with a focus on ethics, recognition and valuation of assets, liabilities, stockholders' equity, and financial statement analysis. Students will also examine accounting for investments, income taxes, postretirement benefits, and leases.

ACC5010 – Advanced Taxation

This course discusses both individual and corporate taxation to include tax planning strategies, individual and corporate tax computations, tax implications of investments, compensation and retirement services, partnerships, S-Corporations, and state and local taxes.

ACC5020 – Advanced Accounting Information Systems

This accounting information system course will cover the business advantages gained by the effective use of e-business, the importance of database applications in decision management, the monitoring function in internal controls, how enterprise systems can improve the effectiveness of Occupational Employment Statistics (OE/S), Billing, Accounts Receivable and Cash Receipts (B/AR/CR) and Purchasing, Accounts Payable and Cash Disbursements (AP/CD), Human Resources (HR), Payroll and Interactive Personnel Payroll (IPP), and traditional application approaches to managing data.

ACC7000 - Advanced Managerial Accounting (Post Graduate)

This course focuses on formulating, evaluating and interpreting accounting information for managerial decision making. Topics covered include product costing, activity-based costing, profit planning, standard costing, flexible budgeting, target costing, cost-volume-profit analysis, cost management, and capital budgeting. Managerial accountants support management and often provide information needed to make business decisions. During this course students will identify, recognize, and develop an understanding of recent developments affecting the field of managerial accounting that have been especially driven by the impact of the 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.

ACC7010 - Advanced Accounting and Fraud Examination Techniques (Doctoral)

This course examines 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.

ACC7015 - Advanced Forensic Accounting Theory and Practice (Doctoral)

This course reviews the role of the forensic accountant in investigations and audits. Topics covered are: the legal environment, Sarbanes-Oxley Act Of 2002, audit and investigation, dispute resolution and litigation services, information security, financial statement, and tax fraud. Students will emerge from the course with an understanding of the roles of forensic accountants and familiarity with their tools and practices.

ACC7020 - Advanced Accounting for Non-Profit Organizations (Doctoral)

This doctoral level course provides an in-depth review of the accounting principles and practices used in not-for-profit organizations, with an emphasis on governmental accounting practices. The course also covers accounting principles and practices specific to hospitals, colleges and universities, health and welfare agencies, and similar organizations. Enabling practitioners to establish logical framework for understanding, analyzing and solving the accounting challenges of non-profit organizations is stressed.

ACC7025 - Advanced Tax Strategies (Doctoral)

This doctoral level course examines vital aspects of the U.S. federal tax system. It includes coverage of important tax concepts and principles, such as planning and compliance, individual income taxes, partnerships, corporate, estate and gift taxation, and trusts. Coverage of these concepts serves as a foundation for developing effective income tax strategies.

ACC7030 - Advanced Auditing Methods and Practice (Doctoral)

This doctoral level course examines 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.

ACC7035 - Advanced Accounting Theory and Policy (Doctoral)

This doctoral level 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.

ACC7040 - Advanced International Accounting (Doctoral)

This doctoral level course examines international accounting practices, theory, and issues. These include harmonization of financial reporting and auditing, comparative accounting, translation, international taxation, transfer pricing and strategic accounting issues in multinational corporations. Special attention will be given to the adoption of International Financial Reporting Standards

ACC7045 - Advanced Cost Accounting (Post Graduate)

This course provides an analysis of strategic cost management and focuses on measuring and managing costs in environments where real world economic decision making takes place based on accounting information. Topics covered include analyzing and managing costs, activity based management, process and cost allocation, planning, decision making, and evaluating performance.

ACC8010CAGS - Accounting Capstone Project (Post Graduate)

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.

ACT4013 - Computerized Accounting (Undergraduate)

The student will be developing a sound basic knowledge of how computerized integrated accounting systems function to the extent that students will be prepared to work with any accounting software package using its reference manual as a guide to unique features. The basic principles of accounting will be implemented and applied for this course.

ACT4040 - Financial Accounting (Undergraduate)

This course emphasizes the theory and practice of basic foundations and concepts of financial accounting including recording, summarizing, reporting of financial data for external reporting and financial statement analysis.

ACT4050 - Managerial Accounting (Undergraduate)

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.

ACT4051 - Intermediate Accounting I (Undergraduate)

This course covers the development of intermediate accounting theory and practice including such topics as income statements, balance sheets, and statement of cash flows. It combines the student's practical knowledge of the accounting process with the theoretical foundations of accounting. It provides an in-depth examination of current assets.

ACT4052 - Intermediate Accounting II (Undergraduate)

This course covers the development of intermediate accounting theory and practice including such topics as debt and equity financing and securities, leases, income taxes, employee compensation, earning per share, derivative, U.S. GAAP, and IFRS. It combines the student's practical knowledge of the accounting process with the theoretical foundations of accounting.

ACT4053 - Cost Accounting (Undergraduate)

This course covers the theory of cost accounting and cost control to include job order and process costs, standard costs, budgeting and direct costing. Management utilization of cost information and cost reports is also discussed.

ACT4064 - Advanced Accounting (Undergraduate)

This course relates accounting theory to income presentation, in preparation for the material covering business combinations. It covers such special subjects as multinational accounting, interim reporting and segmental disclosures, partnerships, governmental and not-for-profit accounting, and fiduciary accounting. This course links theory and practice with constant emphasis on the logic of procedures. In-depth coverage of the major advanced accounting topics which appear on the CPA examination, and up-to-date information on relevant, generally accepted accounting standards are presented.

ACT4065 - Tax Accounting (Undergraduate)

This course focuses on the essentials of the federal tax structure as related to individuals. Further, it analyzes the federal tax structure as it pertains to business and professional returns for individuals, partnerships, S corporations and corporations. It includes laws, rulings and regulations. Actual returns are prepared.

ACT4067 - Auditing (Undergraduate)

This course covers the auditor from the professional governance perspective with an understanding that earnings management and fraud are central to most financial restatements. Transactions will be introduced that represent public-company restatements, SEC accounting, auditing enforcement and litigation.

Applied Computer Science

CS4000 - Introduction to Computers and Information Systems (Undergraduate)

This course serves as an introduction to computers as well as how computers are utilized in the business context. Topics include understanding hardware and software, networking, emerging computing environments, data base management, networking technologies, e-commerce, decision support, systems analysis, web technologies, and using technology for a competitive advantage.

CS4001 - Computer Operating Systems (Undergraduate)

This course provides a comprehensive introduction to the concepts underlying the architecture and usage of modern operating systems, including MS-DOS, Windows, Windows NT 4.0 Workstation, Windows 98, Windows 2000 Professional, Windows XP Professional, Understanding the Windows GUI, managing the local security in windows, Macintosh OS9 and OS X, and network server operating systems.

CS4006 - Professional and Technical Writing (Undergraduate)

This course is designed to help students develop their technical writing abilities to a professional level. They will learn about audience considerations, style, drafting and revision techniques, how to work in a collaborative environment, and more. A variety of media and formats will be studied, including Web sites, emails, proposals, memos, and instructions.

CS4009 - The Internet (Undergraduate)

This course examines computer networking and the Internet from a non-technical perspective. It explains how computers communicate, what the Internet is, how the Internet works, and what the Internet offers in professional and personal settings.

CS4010 - Inside LAN Networks (Undergraduate)

This course explores the interworking of the local area network with emphasis on the lower layers including hardware and software. Personal computer components, various types of networks, analog and digital transmission rates, Token Ring, and the Fiber Distributed Data Interface will be introduced and examined.

CS4011 - Network Administration (Undergraduate)

In this course students will develop an overall ability to analyze different types of networks with an emphasis on IPV6 implementation on new or existing networks. Core elements, operations, services, and modifications for an IPV6 implementation will be discussed. The course will conclude by proposing an implementation of IPV6 on a new or existing network infrastructure.

CS4012 - Presentation Software (Undergraduate)

This undergraduate level course provides students with information needed to build skills in developing professional presentations, including presentation graphics. Microsoft PowerPoint allows one to make electronic slide show presentations. Becoming familiar with this software will enable students to create and provide presentations to groups using the electronic slide feature.

CS4017 - Web Technology and Development (Undergraduate)

This course is designed as an introduction to Web site design and development, including basic hypertext markup language (HTML), JavaScript, form processing, transaction processing, and Cascading Style Sheets (CSS).

CS4018 - Computer Systems Architecture (Undergraduate)

This course is an introduction to computer system concepts architecture including both hardware and software considerations. Topics include number systems, data formats and representations, instruction cycles, CPU, memory, buses, I/O systems, peripherals, networks, communication channel technology, clusters, and operating systems.

CS5001 - C# Programming (Graduate)

This course introduces the Visual C# .NET language, providing the programmer with additional tools and techniques to solve more complex business problems. After completing this course, students would be able to assess and evaluate use of .NET and C# systems and would also be able to design and develop business applications using the .NET technology.

CS5002 - C++ Programming (Graduate)

Technology is a pervasive medium for advanced research, which results in the need for the ability to extend software applications to provide complementary research techniques. The Chief 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 and creates programs in C++ that can specifically be used for applications at the MBA level. Students will be evaluated on final research projects, and case studies of businesses who have written business applications using Visual C++ programming to maximize ROI.

CS5003 - Computer Graphics (Graduate)

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 Web site graphics. These include graphic file formats, preparation of graphics for the Web, and site organization. Students will participate in the creation of a Web site, develop skills for the integration of graphics into Web pages and gain an understanding of the value of graphics as an Internet marketing element.

CS5005 - Database Management (Graduate)

This course focuses upon the architecture, technology, and implementation of databases. It is important to know how databases are organized and data extracted in order to make implementations perform the tasks for which they are intended. Technical issues such as concurrency control become very important to understand and be able to apply. The data model chosen as the basis for study is the relational model.

CS5010 - Managing Communication (Graduate)

The principles and applications of network communications are emphasized in this course. Topics include networking protocols, networking standards, networking and telecommunication regulations, networking transport protocols, security threats, and telephone carrier services. Applications and impacts to business are evaluated in this course.

CS5012 - Operating Systems (Graduate)

This course provides a comprehensive introduction to the concepts underlying the architecture and implementation of modern operating systems with Java.

CS5013 - Programming Languages (Graduate)

This course provides a comprehensive introduction to the principles underlying the foundation of modern programming languages, including functional and object-oriented languages. It introduces implementation issues and covers C, C++, Java, Ada, ML, Haskell, Scheme, Prolog, and other languages.

CS6010 - Applied Computer Science Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Computer Science that incorporates analysis, synthesis, and evaluation of business research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

CS7001 - C# Programming for Doctoral Research (Doctoral)

Technology is a pervasive medium for advanced research, which results in the need for the ability to extend software applications to provide complementary research techniques. 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. Students in this course would analyze, design, and develop programs in C# that can specifically be used for applications in business and research. Students will be evaluated on final research projects, and case studies of businesses who have written business applications using C++ programming to maximize returns.

CS7002 - C++ Programming for Doctoral Research (Doctoral)

Technology is a pervasive medium for business application development and for advanced research, which results in the need for the ability to extend software applications to provide complementary research techniques. The Chief 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. Students in this course analyze, design and develop programs in C++ that can specifically be used for applications in doctoral research. Students will be evaluated on technical research projects, and case studies in the business areas using database applications.

CS7005 - Complex Database Management Systems (Doctoral)

The database administration field continues to grow exponentially, requiring executives and workers 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 network architecture and design, including such topics as WAN, LAN, Wireless, and other leading edge technologies in network architecture from an executive perspective, 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.

CS7006 - Advanced Networking Technologies for Technology Leaders (Doctoral)

Network Administration focuses on the network administrator. The Network Administrator will concentrate on the overall health of the network, server deployment, security, and ensuring that the network connectivity throughout a company's LAN/WAN infrastructure is on par with technical considerations at the network level of an organization's hierarchy. This course will focus on topics such as computer, network and server security and other technologies in network architecture. Evaluation of peer reviewed journal articles will include case studies, and projects.

CS7009 - Advanced Topics in Management Information Systems (Doctoral)

The Information Technology field continues to grow exponentially, requiring students to hold advanced knowledge regarding contemporary applications of information technology and systems. This doctoral course explores advanced topics including concepts, applications, and future directions of Management Information Systems and their development. Students will be evaluated on final research projects, and case studies of businesses which have created various Management Information Systems to maximize benefits.

CS7010 - Advanced Topics in Network Communications (Doctoral)

The Information Technology (IT) field continues to grow exponentially, requiring candidates to hold advanced knowledge regarding contemporary applications of client server Web architecture. The Chief 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 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 performances.

CS7013 - Programming Language Fundamentals for Technology Leaders (Doctoral)

This doctoral course explores advanced topics regarding Programming Languages and Principles, including concepts, applications, and future directions regarding business systems development. The Information Technology field continues to grow exponentially, requiring executives to hold advanced knowledge regarding contemporary applications of programming languages and principles. The Chief Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized leadership education in the Information Technology field. In order to assume this role, the CIO must understand the basics of programming and programming language design.

CS7014 - Software Engineering Fundamentals for Technology Leaders (Doctoral)

This course will help students recognize the importance of modeling associated with software development. Software Engineers, System Architects, Computer Programmers, and Information Technology Programmers will benefit from this Course by becoming familiar with the processes Technology Leaders plan and manage prior to the design and implementation stage of software.

CS7015 - Distributed Computing Fundamentals for Technology Leaders (Doctoral)

This doctoral course provides for a professional understanding of the value and uses of Distributed Computing systems, architectures, and processes aimed to assist with meeting the business and financial needs of an organization. This course is designed for students who want an overview of designing systems that connect with multiple systems. This course provides students with a synthesis regarding the ways in which architects, artists, and engineers might develop a system aimed to enhance end-user satisfaction. The course concentrates on providing the tools needed for the mastery of the Distributed Computing concepts and terms, which are important for all managers who communicate with technologists to gain an understanding how Distributed Computer systems contribute to the organization as well as the business processes.

Business and Technology Management

BTM5000 - Foundations for Graduate Study in Business

This course is an orientation to Northcentral University and to the essential skills needed to pursue a MBA degree in Business. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

BTM7000 - Business Research Strategies

By the end of the course, doctoral students will be able to identify the difference between library, or scholarship, and academic research. Students will also be able to find appropriate sources of business-related information through efficient and effective searching and researching. Students will demonstrate the ability to maximize use of licensed databases provided through the Library with skills that can be transferred to other databases. Students will distinguish between Web and database resources, evaluate online resources, maximize use of online tools, and utilize APA formatting in citations and research writing.

BTM7001 – Advanced Scholarly Writing

This doctoral course will help students develop and enhance literature research and doctoral level writing skills. Moreover, this course will provide students with strategies to help succeed in doctoral pursuits. The learning experience includes strategies for finding scholarly studies to support an argument, APA formatting, critical analysis, preparing for the dissertation from the beginning of the doctoral program, and scholarly doctoral level writing. Students will explore the Northcentral University resources and practice scholarly communication skills, academic rigor, scholarly practices, APA writing style, doctoral-level research tools, and critical thinking strategies. Students will be challenged to become a critical reader and to begin the process of personal transformation by

questioning personal assumptions and conventional patterns of thinking that can be applied to the research process. Students will be able to recognize scholarly writing, and create annotated bibliographies from scholarly writings.

BTM7101 - Foundations for Doctoral Study in Business (Doctoral)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Business. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

BTM7102 – Business Research Methodology

This Doctoral level course provides students with an overview of the research process, and an opportunity to learn about business research methodology and the components of a dissertation. The course will also provide the student with the opportunity to identify and develop a research topic, define a research problem, describe the purpose of the research study, and establish associated research question(s). The student will prepare a Topic Paper and a preliminary annotated bibliography for the dissertation topic in the Signature Assignment.

BTM7103 – Research Design

In this course, the Student acquires the basic skills necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The student will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and principles intrinsic to research paradigms, study designs, and methods of inquiry are presented to empower the student's ability to formulate and respond to research questions. The resources listed below from the Northcentral University Dissertation Center are critical resources throughout the whole research process – students are highly encouraged to become deeply familiar with the resources from the Northcentral University Dissertation Center.

BTM7104 – Statistics I

This course provides an introductory exploration of statistics for the doctoral student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the Student understand statistical methodology used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

BTM7106 Quantitative Research Design

Prerequisites: BTM7102, BTM7104

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies, and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research

BTM7108 Qualitative Research Design

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

BTM7109 Planning Dissertation Research in Business

Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation process and aids to successfully complete a dissertation, including self-care and time management.

BTM8102 – Business Research Methodology

This Doctoral level course provides students with an overview of the research process, and an opportunity to learn about business research methodology and the components of a dissertation. The course will also provide the student with the opportunity to identify and develop a research topic, define a research problem, describe the purpose of the research study, and establish associated research question(s). The student will prepare a Topic Paper and a preliminary annotated bibliography for the dissertation topic in the Signature Assignment.

BTM8103 – Research Design

In this course, the Student acquires the basic skills necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The student will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and principles intrinsic to research paradigms, study designs, and methods of inquiry are presented to empower the student's ability to formulate and respond to research questions. The resources listed below from the Northcentral University Dissertation Center are critical resources throughout the whole research process – students are highly encouraged to become deeply familiar with the resources from the Northcentral University Dissertation Center.

BTM8104 – Statistics I

This course provides an introductory exploration of statistics for the doctoral student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the Student understand statistical methodology used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

BTM8106 – Quantitative Research Design

Prerequisites: BTM8102, BTM8104

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies, and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

BTM8107 – Statistics II

Doctoral Students in this advanced course will address statistical techniques that may be useful for analyzing quantitative data in a dissertation. Topics include Multivariate Analysis, Multiple Regression Analysis, Log-Linear Analysis, Logistic Analysis, Factor Analysis, Structural Equation Models (Two Stage Least Squares) and Time Series Analysis. Students will use SPSS and/or SAS to conduct statistical analysis. Assessment will be through a series of problems designed to demonstrate competence in techniques and a number of advanced data analysis projects.

BTM8108 – Qualitative Research Design

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

BTM8109 – Planning Dissertation Research in Business

Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation process and aids to successfully complete a dissertation, including self-care and time management.

BUS3000 - Introduction to Business (Undergraduate)

In order to function effectively in business, it is necessary to understand the nature of business and the environment in which business operates. The student will explore and examine the nature of business and its environment. Each business organization has a personality, a character, and a nature of its own. The student will explore the business environment that encompasses the total business operations for organizations, and includes the internal elements and external constituencies.

BUS3001 - Basic Business Law (Undergraduate)

This course will familiarize students with basic legal principles that affect the everyday procedures in business. The student will understand legal principles in everyday life by utilizing the practical knowledge learned. The student will be introduced to the laws of contracts as the foundation for the legal regulation of business.

BUS3003 - Computer Information Systems (Undergraduate)

This course provides an overview of the scope and capabilities of computer information systems in today's digital environment. Upon completion of this course students will have gained a thorough understanding of the various hardware, software, and data communication components, including terminology, applied function, and performance aspects of information technology. This course also explores the various security, ethical and legal considerations of the electronic environment as well as providing an understanding of the future directions and advancements involving information technology.

BUS3004 - Economics (Undergraduate)

To understand business functions, it is important to understand the micro-economic organization (the business) operating within a larger macro-economic 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.

BUS4000 - Essentials of Marketing (Undergraduate)

This course explores the latest thinking in areas of relationship marketing, communication technologies, value-delivery networks, global marketing, marketing ethics, and environmentalism. The marketing process is explored and this course shows ways to improve sales and develop new markets for products and services.

BUS4002 - Essentials of Human Resources Management (Undergraduate)

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 behavior to assist the student in understanding the principles, policies, and practices related to the procurement, development, maintenance, and, utilization of human resources. The student will examine environmental planning influences, legislation influencing human resource management (HRM), job specification methods, and recruiting policies.

BUS4003 - Money, Banking and Business Finance (Undergraduate)

This course examines one of the five "M's" critical to business organizations: Money. Business finance focuses on how to borrow, earn, control, spend, save, manage, distribute, and employ money to generate additional funds.

BUS4004 - Supervisory Management (Undergraduate)

Supervision differs from management, which may be several levels of organization removed from the day-to-day task being done. 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. This course provides knowledge on supervisory managerial skills, leadership qualities, communication, employee motivation, recruitment, and employee performance maximization.

BUS4005 - Career Management and Personal Marketing (Undergraduate)

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 sound a strategy, creating effective collateral, and using targeted methods and tools to get the interview are introduced using a job manual to build accretive demand for the student's skills and abilities.

BUS4006 - Advertising (Undergraduate)

Advertising is the creation of images, graphics, and imaginative copy that attracts, influences, and entreats customers to purchase products. The media selected along with the messages created focus upon specific consumer targets (demographic segmentation) that initiates purchase actions for various products and services. Advertising requires planning, media strategies, product brand creation, promotional scheduling, budget preparation, and creative copy and visual design. Media selection and use of benefits selling enable the marketing mix to execute top promotional advertising plans.

BUS4007 - Retail Management (Undergraduate)

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.

BUS4008 - Sales (Undergraduate)

Effective selling demands knowledge not only of the business product or service, but also the techniques of dealing with the customer's needs and wants and overcoming objections. Effective selling focuses on the customer's perceived product value and customer need satisfaction. Concepts covered in this course include ethical behavior, sales psychology, buying behavior, prospecting new customers, sales proposals and presentations, and sales analysis processes.

BUS4009 - Administrative Office Management (Undergraduate)

The functions and roles of how the organization conducts business within itself will be examined. Topics to be explored and developed are communications, office automation, security, emergency procedures, and supervision of administrative staff.

BUS4010 - Manufacturing Systems (Undergraduate)

A major portion of organized human effort is devoted to transforming material into useful products through systems of manufacturing. This course examines how manufacturing and the production of goods is accomplished.

BUS4019 - Ethics in Business (Undergraduate)

Ethics and social responsibility are terms frequently applied to business practices that deal with all enterprise stakeholders' moral behavior. This course explores the responsibilities of a business, and the individuals within the business and their ethical responsibilities. The course reviews ethical business issues as applied to global, governmental, environmental, and personal rights. Ethics in Business investigates how business ethics affect the employee, firm, consumer, and society.

BUS4020 - The Dimensions of Global Business (Undergraduate)

This course involves the study of international commerce, trade and worldwide cultural and economic influences. Students will delve into the many facets of the international business environment. The concepts pursued in the course will be the foundation for understanding business in the global marketplace. Course concepts will cover global strategy, comparative country selection, operations, finance, trade, marketing, supply chain management and new global challenges.

BUS4025 - Introduction to Basic Statistical Analysis (Undergraduate)

This undergraduate level course addresses 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.

BUS4099 - Professional Studies Application Project (Undergraduate)

This course examines a topic chosen by the student in order to develop and broaden professional or personal skills and knowledge, especially in applying skills learned in course work to a specific business or industry. Note: Since this is a project course, students will be required to present their own topics and proposals for developing the project. To meet the course requirements the proposal shall be submitted for prior approval of the instructor and shall contain a model for the study such as that outlined. Studies can be in actual organizations such as at work, or through library research on organizations, management, or a topic of interest related to business. This professional development course will define the scope of research and inquiry, develop a formal proposal, create a sound research plan and outline, develop a meaningful methodology and bibliography, write a comprehensive manuscript, create an abstract, and professionally present a compendium of findings and supported research recommendations.

Criminal Justice***CJ4000 - Introduction to Criminal Justice (Undergraduate)***

Laws regulate the actions of all people residing in the nation as well as the actions of governmental bodies and organizations. The legislature writes the laws. The executive branch enforces laws. The judiciary branch adjudicates guilt or innocence. The criminal justice system then provides the structure for carrying out this process. This course provides students the opportunity to examine the American criminal justice structure and the functions and processes that impact communities and society.

CJ4001 - Introduction to Law Enforcement (Undergraduate)

Students in this course will examine the history of law enforcement and distinguish between historical and contemporary issues of criminal justice. Students will also explore the management issues involved in policing as well as challenges to the profession.

CJ4002 - Criminology (Undergraduate)

This course will examine the nature and extent of crime, as well as the causes and prevention of criminality. Particular attention will be given to theories and typologies.

CJ4006 - Corrections (Undergraduate)

This course will examine the nature and extent of criminal behavior and correctional systems, corrections and penology, and criminal rehabilitation institutions. This course will not only examine prison systems, but jail operations and management, community corrections, work release and home detention, pre-trial and bail services, probation, parole, and pardons and reprieves. Particular attention will be given to theories and typologies.

CJ4010 - Law Enforcement and the Community (Undergraduate)

This course examines the development and support of Community Oriented Policing and Problem Solving (COPPS) strategies, and how this policing style responds to the needs and demands of citizens.

CJ4011 - Research Methods for Criminal Justice (Undergraduate)

Students in this course will examine the sources and resources of classic and contemporary research in the criminal justice field. The ability to develop, conduct and analyze scientific research within the criminal justice specialization is critical to developing new techniques or validating old practices.

CJ4013 - Introduction to Criminal Law (Undergraduate)

This introductory course stresses the principles and doctrines that affect criminal law in general rather than rules for a specific state. The course provides a broad coverage of criminal law utilizing a practical and applied approach.

CJ4014 - Criminal Court Process (Undergraduate)

This course offers a comprehensive analysis of the operation of the courts through an exploration of theory and actual operation. The focus is on the rules of operation and the informal methods of accomplishing institutional goals, the formal and informal working relationships between various parties in the system, and the political context in which criminal justice is dispensed. The rules and rationale behind criminal law is a major topic throughout the course.

CJ4015 - Law Enforcement and Management (Undergraduate)

This course will examine law enforcement management and supervisors and their interrelationships with members of their organizations and the community at large. Particular attention will be paid to the best known methods and practices of police leadership and management.

CJ4017 - Introduction to Corporate/Private Security (Undergraduate)

This introductory course is designed to expose students to emerging issues in the field of private security. A growing industry with employees now numbering in the millions, private security firms work hand in hand with public law enforcement strengthening the overall security posture of firms, schools, private homes etc. Beginning with a discussion addressing the differences between public and private police, classes will later analyze security needs of future business and private establishments in detail. Potential threats emanate from tapped phones, bugged offices, stolen papers, covert recording, undercover employees, phony repair people, fax intercepts and the list goes on. The substance of the course will include practical theoretical elements affecting the private/corporate security field. The threat of industrial espionage is not only a domestic threat; it is often a foreign threat as well. The course will garner a better understanding of corporate security, its principles, legal authority and its effect on society in general.

CJ5002 - Juvenile Offender (Graduate)

This course stresses the nature and control of juvenile delinquent behavior. Factors of causation and prevention are explored including analysis of police and court response to the management of juvenile offenders. The course will identify the differences between juvenile delinquency and adult criminality as well as examine the parents patraie philosophy. It will identify and describe drugs of abuse for adolescents and various drug control strategies. The course will also recognize patterns of juvenile delinquency in other nations. The course will also suggest that different states handle juveniles in dissimilar ways, though some Constitutional standards must be maintained.

CJ5004 - Organized Crime (Graduate)

This course is an in depth study of organized crime in the United States concentrating on family structure, the sources of revenue and investments, and the role of the legal system in organized crime control. Focus is placed

on the symptoms of organized crime; political influences in organized crime enforcement; organized crimes relationship to drug traffic, prostitution, business transactions, militant groups, and gambling.

CJ5006 - Drugs, Values and Society (Graduate)

This course will examine the nature and extent of criminal and non-criminal drug abuse, as well as the causes and prevention. Particular attention will be given to the sociological aspects of values and the effects of drugs in our society. We will examine drug abuse as both a social problem and a law enforcement issue. In addition to the sociological aspects of drug abuse, we will examine drug enforcement and narcotics control investigative tactics and techniques.

CJ5007 - Current Issues in Law Enforcement (Graduate)

This course provides students with the opportunity to investigate the issues facing the leadership of the nations' local, state and federal law enforcement agencies. Major problems such as drug enforcement, organized crime, sexual assaults on campus, the war on terrorism and cooperation among law enforcement, first responder and health officials provide the core focus of student efforts.

CJ5008 - Violence and Society (Graduate)

This course will allow students to examine the nature and extent of crime, as well as causes and prevention. Particular attention will be given to the role of police questioning and investigative techniques, theories and typologies which attempt to explain deviant behavior, the relation between forensic experts and the criminal justice system, and the utility of correctional rehabilitation.

CJ5009 - White Collar Crime (Graduate)

This course will provide an examination of criminal activity in communities, as well as business and corporate enterprises. Students will examine the various types of white-collar crime, methods of detection, investigative techniques, and social impact. They will further review specific cases and examine articles relating to this sophisticated crime contravening our privacy and social values.

CJ5010 - Forensic Scientific Evidence (Graduate)

This course provides a comprehensive review of the general forensic topics with technical and scientific detail. The topics include the historical development of science's interaction to the law. The steps in processing a crime scene including documentation through notes, sketches and photography, detection and collection procedures of physical evidence, laboratory examinations will be examined. Different forensic disciplines used in crime scene reconstruction will be examined while exploring the concepts of admissibility of that evidence in the courtroom. The legal aspects of Computer Forensics and the Internet in regards to national and international laws will be evaluated.

CJ5011 - Survey of Forensic Sciences (Graduate)

The master's level course provides an introduction of different sciences and technology applied in criminal investigations. The history of Forensic Science, the practical application in crime scene investigations and the scope and duties of the Forensic Scientists will be discussed. The criminalist topics include fingerprint technology, forensic photography in digital and 35mm photography, ballistics, firearms and Toolmark impression examinations, bloodstain pattern analysis, serology and DNA, trace evidence and microscopy, and questioned documents. The forensic biology section consists of anthropology, forensic pathology, odontology, and entomology. Forensic Chemistry will present the specifics of illicit drugs, toxicology, fibers, paints and polymer examination, glass and soil, and fires and explosives, Duties of the expert witness in court and other legal aspects of Forensic Science will be discussed.

CJ6010 - Criminal Justice Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Criminal Justice that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

CJ7002 - Delinquency and Criminal Justice (Doctoral)

In past years the Justice Department has reported a significant increase in violence among teenagers and other youths. This increase appears to have contributed to a nationwide crime spike. The Justice Department has highlighted gangs and gun violence as primary factors affecting the rise in crime. This course examines the causes of this increase in juvenile delinquency including social, economic, and cultural factors. Students will explore national strategies to address this issue, their effectiveness and future application.

CJ7004 - Organized Criminal Gangs (Doctoral)

This Doctoral level course provides a comprehensive review of organized crime. Gangs have fostered a culture of violence, perversion and hate. This course will review gang organizational traits, traditions, criminal activities, violence, prison gang structure, the Ku Klux Klan, and other white supremacy groups. An in-depth examination will be conducted into the connection of organized crime in the United States to other nations and world-wide organizations, including organized crime in Russia and Latin America.

CJ7006 - Illegal Maritime Narcotics and Migrant Smuggling

For centuries the maritime realm has been used by smugglers, fishermen, pirates and others engaged in illegal activity. Despite increased security efforts, maritime threats and vulnerability remain sources of concern for the world's Maritime Transportation System. This Doctoral level course explores the issues of illegal narcotic and migrant smuggling as they relate to the maritime environment.

CJ7007 - Criminal Justice Research Methods (Doctoral)

This course provides the student with a solid theoretical structure that underlies empirical analysis. The objective of the course is to provide the student with the skill set to interpret, analyze, synthesize and compare professional published research. Research design, measurement selection, data collection, determination of causality, data and results interpretation, and ethics will be contributed to the understanding, interpreting, and critical evaluation of research studies and findings in criminal justice.

CJ7009 - Institutional Corrections (Doctoral)

This course will examine, in depth, the state of the American Penal System from minimum security "work camps", which are free of guard towers, search lights and fences to the nation's most famous maximum security prison Super Max. The course begins with a history of jails in America and follows their development to the modern era including the atrocities of Abu Ghraib.

CJ7010 - Effective Police Tactics, Techniques and Methodologies (Doctoral)

This course will examine police tactics, techniques and methodologies exposing the student to "best practices" including evidence collection, psychological profiling, agency collaboration and jurisdictional requirements. The student will develop a keen understanding of the latest techniques and technologies which may be employed in a criminal case as well as the research and development techniques used to generate new tactics and methodologies with a primary focus on forensic science.

CJ7011 - Ethics and Criminal Justice (Doctoral)

The doctoral level course provides a comprehensive review local, state and federal law enforcement officers are entrusted with enforcing our criminal justice laws while upholding the constitutional principles and general principles of ethics and integrity. This course will explore the ethical challenges that are faced by police officers at various levels of command and the systems in place to prevent unethical practices by law enforcement.

CJ8010CAGS - Criminal Justice Capstone Project (Post-Graduate)

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.

Computer and Information Security

CIS5000 - Introduction to Computer Security (Graduate)

The course provides insights and realistic examples to any practitioners or students enabling them to understand the crucial links between security theory and the day to day security challenges of IT environments. The text explains the fundamentals of security: the different types of widely used policies, the mechanisms that implement

these policies, the principles underlying both policies and mechanism, and how attackers can subvert these tools- as well as how to defend against attackers. A practicum demonstrates how to apply these ideas and mechanism to a realistic company.

CIS5002 - Corporate Computer and Network Security (Graduate)

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.

CIS5003 - Cyber Forensics: Collecting, Examining, and Preserving Evidence of Computer and Information Crimes (Graduate)

This course provides 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. Students will acquire the ability to identify, gather, document, and preserve evidence of electronic tampering and misuse. It helps the student to create appropriate audit procedures and helps the professional protect corporate assets.

CIS5004 - Introduction to systems Certification and Accreditation (Graduate)

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.

CIS5005 - Cyberterrorism, Information Warfare, and Critical Infrastructure Protection (Graduate)

This is an introductory course covering the basic aspects of Information warfare. In the last two decades, the U.S. economy's infrastructure has undergone a fundamental set of changes, relying increasingly on its service sector and high technology economy. Cyber terrorism is an emerging new mode of information warfare underscoring the perpetrators' deliberate exploitation of civilian and military systems' inherent vulnerabilities; thereby affecting national and global security. The U.S. depends on computers, electronic data storage and transfers, and highly integrated communications networks. Its rapidly developing new form of critical infrastructure is exceedingly vulnerable to an emerging host of threats. This course examines the dangers of, and the evolving U.S. policy response to, cyber terrorism.

CIS5008 - Risk Management in Information Assurance and Security (Graduate)

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.

CIS5009 - Legal and Ethical Issues in Information Assurance (Graduate)

The course provides an overview of ethics and how ethics affect IT professionals and IT users. Students study how IT professionals and IT users are faced with ethical decisions regarding IT security, common types of computer security attacks, privacy protection, the impact of IT on the quality of life, freedom of expression, intellectual property and employer and employees issues including the key ethical issues associated with the use of contingent works.

CIS5010 - Contingency Planning and Disaster Recovery for the Security Professional (Graduate)

The course provides a thorough strategy to guide 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.

CIS6010 - Computer Information and Security Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Business Management that incorporates analysis, synthesis, and evaluation of business research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

CIS7002 - Organizations Corporate Computer and Network Security (Doctoral)

This course will introduce the Doctoral Learner to critical security concepts that organizational executives need to understand. It will examine vulnerabilities such as sabotage, financial fraud, electronic attacks, blended attacks, and other malicious activity that must be understood, with policy being developed to minimize these attacks. In addition, this course will give Learners the opportunity to review countermeasures, such as access controls and biometrics, and finally to develop a security plan to protect the organization.

CIS7003 - Cyber Forensics (Doctoral)

In this doctoral level course, Learners will be introduced to the field of advanced cyber forensics. Learners will have the opportunity to review various tools, techniques and steps needed for a successful forensic investigation. In addition, Learners 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.

CIS7004 - Fundamental of Systems Certification and Accreditation (Doctoral)

This course examines the guidelines for understanding, building and evaluating a successful organizational certification and accreditation program. This course examines several aspects of the certification and accreditation processes which include the necessary phases, system security plans, risk assessment, security procedures, certification testing, and documentation of accreditation decisions. The coordination of security for interconnected systems will also be examined to assist in applying best practices in the system certification and accreditation processes.

CIS7005 - Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism (Doctoral)

This course will examine critical infrastructure protection of Information warfare and its impacts and in the evolving U.S. policy response to attacks. Analyze Cyber terrorism which is an emerging new mode of information warfare underscoring the perpetrators' deliberate exploitation of civilian and military systems' inherent vulnerabilities, thereby affecting national and global security.

CIS7006 - Foundations of Computer Network Auditing (Doctoral)

This doctoral level 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.

CIS7007 - Information Security and Outsourcing Computer Systems (Doctoral)

Evaluates the risks related to information technology outsourcing, exploring how to recognize, examine, minimize, and manage these risks. The costs and benefits in the areas of information technology today, namely outsourcing and security will be examined. The course heightens the awareness of the many complex and confusing issues that organizations need to identify, quantify and analyze to make the right outsourcing decisions while ensuring that security matters have been fully addressed and accounted for. The students will be able to successfully analyze the tangible and intangible costs and benefits associated with and off shoring information technologies and Information Security functions which will in turn assist in making business and technical decisions.

CIS7008 - Advanced Risk Management in Information Assurance and Security (Doctoral)

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.

CIS7009 - Information Assurance from Legal and Ethical Issues aspects (Doctoral)

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.

CIS7010 - Disaster Recovery and Contingency Planning for the Security Professional (Doctoral)

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.

Doctoral Process Courses-Business

CMP9400B - Doctoral Comprehensive Examination-Business (DBA)

In their pursuit of a professional doctoral degree (DBA) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization, and methods courses. This course is graded using Satisfactory (S) or Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

CMP9500B - Doctoral Comprehensive Examination- Business (PhD)

In their pursuit of a research doctoral degree (PhD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization, and methods courses. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

DIS9401B - DIS9408B Professional Doctorate (DBA) (12 credits minimum to 24 credits maximum)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9501B - DIS9509B PHD DEGREE (PHD) (12 credits minimum to 27 credits maximum)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work

independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

Entrepreneurship

ENT5000-8 Innovation – The Entrepreneur and Intrapreneur

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.

ENT5001-8 – Strategic Market Assessments

In this course, students will learn how to identify and analyze the various governmental, business 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.

ENT5002-8 – New Venture Formation

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.

ENT5003-8 – Venture Capital and Private Equity

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.

ENT5004-8 Sustainable Business Practices

The goal of this course is to explore how the product or service will be effectively integrated into business activities to ensure that the venture is viable and sustainable in the marketplace. Depending on the product or service, students will have to identify any sustainability issues and evaluate if the process required for supporting the product or service is truly sustainable. Future success will depend on the overall sustainability of the venture processes that will support the new product or service. The course will also require students to examine social responsibility and the impact the new product or service may have on the environment, both today and in the future.

ENT5005-8 Capstone – New Venture Business Plan Creation

Students will finalize and complete a new venture business plan that has been the focus of the four prior entrepreneur/intrapreneur specialization courses. At the conclusion of this capstone course, students will have reviewed and finalized all applicable research, preparation, and analysis that was required in the previous courses. The final deliverable is a business plan and investor presentation for a startup business concept. The business plan should be of final form in which it is presentable for interested investors, stakeholders, or other interested parties.

*Finance****FIN5012 - Corporate Finance***

This course examines the most important components of corporate finance. It begins with an examination of the financial statements and the related financial ratios. It then studies fundamental concepts on using present value and future value to solve business and personal financial problems. The differences between debt and equity securities are next examined followed by an assessment of the issues of risk and return include an examination of the capital asset pricing model. The course finishes with a study of the capital budgeting process and the theories on capital structure.

FIN5013 - Investment Management (Graduate)

This course examines the theoretical and technical concepts involved in investing in marketable securities. Some important valuation models are examined including the Capital Asset Pricing Model and the Arbitrage Pricing Theory. The course further includes an analysis for fixed income security investing with important emphasis on interest rate risk for these securities. Moreover, the course studies the use of derivative securities including futures, forward contracts, options and swaps. A framework for making intelligent investment decisions and achieving successful investment results is developed.

FIN5014 - Financial Institutions (Graduate)

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.

FIN5015 - Financial Statement Analysis (Graduate)

This course provides a broad coverage of topics related to financial statements and the financial analyses that emerge from these statements. We begin by reviewing some basic reporting requirements and the introduction of the fundamental accounting statements. We then cover an important topic on common size financial statements which allow for an analysis that controls for size differences across time and across firms. Financial ratio analysis is a further important concept that we explore in detail with attention given to the investors' perspective in using these ratios. The course finishes by studying some special industries, government and non-profit organizations.

FIN5016 - International Finance (Graduate)

This course covers the financial manager's decision making process and the interface of the firm with international markets in a global economy. Particular emphasis is placed on the following five issues: (1) the international finance environment; (2) foreign exchange risk management; (3) financing from a global perspective; (4) direct foreign investment decisions; and (5) management of ongoing operations.

FIN5018 - Accounting for Non-Profit Organizations (Graduate)

This Master's level course provides a complete review of the accounting principles and practices used in Not-for-Profit organizations with a heavy focus on governmental accounting practices. Students will also examine accounting principles and practices for hospitals, colleges and universities, health and welfare agencies, and other similar organizations. A logical framework for understanding and solving the accounting-related problems of nonprofit organizations is emphasized.

FIN6010 - Financial Management Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Financial Management that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

FIN7012 - Advanced Corporate Finance (Doctoral)

This course examines advanced components of corporate finance with an emphasis on theories that shape the decision-making process. Through the analysis of various concepts, the student will gain an understanding how corporate decision makers, use financial reports, manage investments based on supply and demand, and build relations with external stakeholders. This course will help the student relate to the decisions made by the principal, owners, and corporate managers to reduce risks and debt and increase return on investments.

FIN7013 - Investment Portfolio Analysis (Doctoral)

This doctoral course examines the theoretical and technical concepts involved in investing in marketable securities, probabilistic forecasting, risk analysis, factor models and Arbitrage Pricing Theory, Portfolio insurance, and International investment. Final assessment will encompass developing a framework for making intelligent investment decisions and achieving successful investment results is developed.

FIN7014 - Managing Financial Institutions (Doctoral)

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.

FIN7015 - Advanced Financial Statement Analysis (Doctoral)

This course examines the most important advanced components of financial statement analysis with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student is 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 common size statements. Next the course studies the decomposition analysis and the impacts of financial leverage.

FIN7016 - Financial Management for International Business (Doctoral)

This Doctoral level course examines advanced components of international finance 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 in-depth papers on the primary academic topics within international finance. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to compose potentially publishable papers within this area of finance. The course begins with an analysis of the global financial environment. It continues with an examination of the foreign exchange market and an examination of the issues involved with managing foreign exchange risk. Students will then explore global financing and investment decisions. The course finishes with a thorough examination of an academic paper and the development of a presentation on international finance

FIN7018 - Accounting and Control for Nonprofit Organizations (Doctoral)

This Doctoral level course is important for the advanced financial and accounting professional to better understand the planning and control systems within nonprofit organizations. This course provides 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 issues related to decision ethics and planning and budgeting for these types of organizations. The course assessments include exams, cases, problem solving, and written research narratives.

FIN8010CAGS - Financial Management Capstone Project (Post-Graduate)

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.

Health Care Administration

HCA5012 - Heath Care Financial Management (Graduate)

This course presents an in-depth review of the budget formulation process specific to health care delivery systems. Students will explore various funding sources and payment methods. Most managers are limited in terms of direct budget responsibility to working with a specialist with a full range of technical competencies. This usually means that the finance section is directed or managed by a CPA or fiscal specialist. One must still develop a competent understanding of the budget process and of the system of financial management utilized by a specific organization. In today's health care world, one needs to know how to maximize health care revenues from both private and public sources, work in a cost efficient and cost effective manner, and be knowledgeable of accounting standards to demonstrate both financial accountability and compliance with applicable standards.

HCA5013 - Health Care Legal and Ethical Issues (Graduate)

This course explores some of the legal and ethical issues affecting health care in America. The course includes an introduction and overview of key legal concepts and the exploration of selected issues including Financing Indigent Care, Patient Rights, Informed Consent/Refusal of Treatment, Tort Reform, End-of-Life Decision Making, Termination of Life Support, Do Not Resuscitate Orders and Patient and Provider Relations.

HCA5014 - Health Care Policy Analysis and Development (Graduate)

This course provides the student with an overview of the factors which govern and impact the development of health care policy in the United States. The student will learn how current and changing policies help shape the organizational structure of our health care system. The impact of these policies on services for the elderly and disabled will also be explored.

HCA5015 - Health Care Administration Principles and Practices (Graduate)

The course focuses on development of the skills necessary to administer a modern complex multi-faceted health care delivery system. The course will cover management theory and models, motivational theory, goal setting, organizational theory, and development of an effective management approach to resolve problems associated with administering a health care delivery system.

HCA5017 - Total Quality Management in Health Care (Graduate)

This course is designed to provide students with a comprehensive study of total quality management and its philosophy of continuous quality improvement in all business and clinical functions, including problem-solving and patient satisfaction. The tools that are fundamental to TQM, the challenges that take place implementing quality care in health care settings, and the applications are addressed.

HCA5021 - Comparative Health Care Systems (Graduate)

This course is designed to profile the health systems of 28 countries and, regardless of their level of wealth, explore their struggle to manage the multiple demands and pressures of delivering health care. The countries selected represent different regions of the world in various stages of economic development. Each country is presented not simply in terms of the population, health status indicators, and health system characteristics, but also in view of a critical appraisal of social and political trends and their implications for the health system.

HCA6010 - Health Care Administration Research Project (Graduate)

The student will conduct a research study of a topic within the academic discipline of Health Care Administration, and document the results in a formal project report. The student will demonstrate the ability to conduct an investigation on a work place problem, identify an area for intervention, critique, justify, recommend a strategic plan, organizational objectives, regulations, ethics, and threats and opportunities that can be used to make health care more efficient.

HCA7012 - Health Care Industry and Financial Management (Doctoral)

This doctoral course focuses on an enhanced level of understanding of what it takes to captain healthcare organizations through these tough financial times. Mastery of course concepts require demonstration of critical thinking and communication skills by a combination of APA Style research papers, self-assessments, quantitative reasoning, and observations, interviews, and written assignments.

HCA7013 - Legal and Ethical Issues in Health Care Research Management (Doctoral)

This course is designed for doctoral students with a focus on research management and ethics within the health care industry. Using cases and examples, the first part of the course focuses on major management and leadership issues and the second part deals with legal and ethically relevant matters. These may include research methods, various publishing and authorship issues, conflicts of interest and misconduct, human subjects, intellectual property, and data manipulation.

HCA7014 - Advanced Concepts and Applications in Health Policy and Management (Doctoral)

This comprehensive Doctoral level course focuses on key principles and practices of health care management, planning, and policy-making. Learners will study key principles of the historical development, structure, and operation of the health care delivery system and will explore the way health care is delivered, the role of policy formulation, and health care resource and ethical considerations. Mastery of course concepts requires demonstration of critical thinking and communication.

HCA7015 - Health Care Educational Theory and Application (Doctoral)

In this doctoral course, students evaluate the present the health care delivery system and educational theories. This course utilizes the student's skills in comprehension, analysis, and synthesis to integrate these frameworks in the design and evaluation of health care industry. Mastery of course concepts requires demonstration of critical thinking and communication skills by a combination of research papers, self-assessments, quantitative reasoning, interviews, observations, case studies, written assignments or other activities.

HCA7019 - Managerial Leadership within Managed Health Care Systems (Doctoral)

This course will provide students with an intensive study of all aspects of managed health care. Students will analyze readings from an authoritative text and develop a comprehensive learning portfolio, which focuses on managerial leadership and successful management practices within contemporary health care related organizations.

HCA7020 - Global Issues in Health Care Policy and Management (Doctoral)

This advanced doctoral course will address the global issues of health care policy and management with particular emphasis to the global perspectives. These global perspectives are both comparative and trans-national. Thus, the focus will compare the ethical approaches to health system issues in various countries on informed consent, refusal of treatment, physician-assisted suicide, and reproductive health. Finally, the course will deal with U.S. health professionals and organizations providing services in other countries.

HCA7022 - Health Care Strategic Management (Doctoral)

This doctoral course examines the integration of business and functional plans, performance audits, organizational culture, gap analysis, and values clarification. Students will conduct analysis of current and future trends and issues affecting health care are reviewed in the context of visioning, strategic planning, and tactical planning. The student will be assessed on the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

HCA8010CAGS - Health Care Administration Capstone Project (Post-Graduate)

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.

Homeland Security

HS4000 - Homeland Security and Emergency Preparedness (Undergraduate)

In the wake of the 9/11 attacks and significant natural disasters, such as major hurricanes and wild fires, the United States adopted a new unified approach, at every level of government, which was labeled Homeland Security. This approach was designed to reduce the country's vulnerabilities, and prevent terrorist attacks. In addition, it was adopted to quickly respond to natural disasters or attacks by minimizing the damage and speeding up the recovery through dedicated processes, procedures and identified assets. HS4000 will introduce the student to the growing field of academic study - Homeland Security - including the background, structure, documents and challenges involved. This is the foundational course for the undergraduate Homeland Security concentration and will help prepare the student for success in all other core and elective courses.

HS4001 - Terrorism and Homeland Security (Undergraduate)

This course examines terrorism from the French Revolution through the present day. The student will encounter an extremely complex, dynamic, and emotionally charged field of study. The exploration of major theories, history and development, motivations, strategies, and tradecraft of domestic and international terrorism and Homeland

Security challenges for today and tomorrow are critical elements of the research. This course provides an introduction to foundational concepts in the Homeland Security field.

HS4002 - Maritime Security (Undergraduate)

The challenge of securing the world's Maritime Transportation System (MTS) from the threat of maritime terrorism is a challenge that is significantly more complex than the issues of increased security in the aviation industry. DiRenzo and Doane re-enforced this complexity when they examined the United States MTS noting that, "The U.S. maritime domain encompasses all U.S. ports, inland waterways, harbors, navigable waters, Great Lakes, territorial seas, contiguous waters, customs waters, coastal seas, littoral (shoreline) areas, the U.S. Exclusive Economic Zone (covering nearly 3.4 million square miles), and oceanic regions of U.S. national interest, as well as the sea-lanes to the United States. Within this domain there are over 360 ports, 238 locks at 192 locations, over 3,700 marine terminals, and recreational marinas beyond count. Through 1,400 designated intermodal connections, the MTS connects with over 174,000 miles of rail connecting all 48 contiguous states, as well as Canada and Mexico, over 45,000 miles of interstate highway (supported by over 115,000 miles of other roadways), and over 460,000 miles of pipeline." Maritime terrorism can take many forms, from suicide boat bombers, to the use of a maritime shipping container as a weapons delivery system for a Weapon of Mass Destruction (WMD). As vital as part of the world economy is, there has still not been enough attention paid to nor study done of the world-wide MTS. HS4002 will provide the student a broad exposure to critical issues involved in maritime terrorism around the world, from tactics and goals to international cooperative efforts to thwart this threat. The course will also explore the consequences of a successful attack.

HS4003 - Ground Transportation Security (Undergraduate)

Since the terrorist attacks of September 11, 2001, securing the nation's transportation network has been a major concern for government agencies and industry. Truck and rail networks are susceptible to damage from terrorists as well as natural events. Transporting hazardous materials poses a special threat to the population when some form of interruption to the transportation network occurs. This course will require students to analyze threats to ground transportation systems and develop courses of action in order to safeguard the cargo being transported as well as the civilian population residing in the vicinity of the transportation network.

HS4004 - Air Transportation Security (Undergraduate)

Since the terrorist attacks of September 11, 2001, providing security for the air transportation network has dominated much of the Homeland Security programs of private and public organizations. The Department of Homeland Security and the Transportation Security Administration came into existence in order to enhance the security of air transportation. students in this course will analyze the background of the security failures that resulted in the terrorists' success, the measures implemented to reduce the likelihood of another such attack, and the measures designed to mitigate the impact of such an attack should it occur.

HS4005 - Incident Management (Undergraduate)

This course examines the U.S. domestic incident management policies, procedures and preparedness. U.S. national response plans for domestic incidents and the supporting National Incident Management System and National Response Framework (NRF) will be discussed and analyzed. The course provides the knowledge necessary to effectively plan for and participate in domestic incident responses for both natural and manmade disasters.

HS4006 - Homeland Security Strategy (Undergraduate)

This undergraduate-level course examines specific threats and hazards (natural, technological, and terrorism) to the U.S. homeland, introduces the concepts of strategy, grand strategy, and national power, and examines selected national homeland security policies and strategies. The course assists the learner in the development of the knowledge, skills and abilities necessary to effectively participate in the formulation and implementation of national homeland security policy.

HS4007 - Intelligence Support to Homeland Security (Undergraduate)

Congressional scrutiny in the wake of 9/11 underscored a lack of intelligence and law enforcement collaboration. This course explores the linkages between intelligence and Homeland Security. It also analyzes intelligence history, an examination of existing government intelligence and law enforcement agencies, the products created by these agencies, and how intelligence plays a role in Homeland Security operations involving warning, risk assessments, and vulnerabilities. Finally, the course estimates the future challenges involved in intelligence support to Homeland Security.

HS4008 - Protecting Critical Infrastructure (Undergraduate)

In this course, students will develop an understanding of what constitutes critical infrastructure and various methods for protecting this infrastructure. The information addressed in this course is necessary to participate effectively in homeland security planning and operations. Protecting critical infrastructure is necessary to maintain the safety of the public.

HS4011 - Risk Management: Analysis and Planning (Undergraduate)

The study of risk management has evolved since the attacks of 9-11. Risk management is a systematic, analytical process designed to analyze, reduce, and mitigate the consequences on an attack. This course will introduce the student to key components of risk management, to include planning and strategies to protect critical infrastructures. Risk models such as HOPS and CARVER will be analyzed. The course will examine risk management from two different perspectives, specifically to the maritime transportation system and sporting venues.

HS4012 - Homeland Security Considerations for Local Government (Undergraduate)

This course includes descriptions of the roles and responsibilities of federal, state, and local governments for homeland security. Coordination between the various layers of government as well as consideration of the role of the private sector will be among the issues examined and discussed. This course provides the knowledge necessary to effectively participate in homeland security planning and implementation.

HS6000 - Terrorism and Countermeasures (Graduate)

This course analyzes the conceptual and theoretical framework of modern and historical terrorism in order to understand the roots of the problems that form the background and reasons for terrorist actions. An exploration of various mechanisms of response to use of weapons of mass destruction as well the need for cooperation among law enforcement and intelligence organizations are critical elements included in this course.

HS6001 - Homeland Security Transportation (Graduate)

Students in this Master's level course will closely examine the transportation industry and analyze the actions necessary to create adequate security inside the network of intermodal operations. The course includes the exploration of the actual threat to the industry with a concentration on appropriate counter terrorism measures within each component from domestic and global perspectives. The course will also include a review of emerging technology in the field of transportation security.

HS6002 - International Crime and Terrorism (Graduate)

This Master's level course addresses 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 is the global drug trade, human trafficking, and the associated criminal activities such as money laundering and arms deals.

HS6003 - Homeland Security Risk Management (Graduate)

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. Activities provide the student the opportunity to examine the use of risk analysis in Homeland Security operations. Students will analyze risk analysis in situations from mitigation to recovery.

HS6010 - Homeland Security Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Homeland Security that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

HS6020 - Maritime Terrorism (Graduate)

This course provides students an opportunity to explore the primary national and international strategies that shape the response to maritime terrorism. The various types of threats, ships and containers, weapons available to

terrorists provide a complex environment for students to assess through the study of the maritime industry and government actions to safeguard that industry.

HS7000 - Homeland Security and Terrorism (Post Graduate)

This Doctoral level 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.

HS7004 - Emergency Management and Civil Preparedness (Post Graduate)

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 Incident Command 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.

HS7010 - Aviation and Ground Transportation Security (Post Graduate)

In this Doctoral level course, students will closely examine the aviation, ground, and maritime transportation networks with regard to the security demands now placed on them. The course assignments include the exploration of the actual threat to each industry with regard to the appropriate counterterrorism measures within each component from a domestic and global perspective. Regulatory agencies, both domestic and international will be reviewed in conjunction with international treaties.

HS7013 - Intelligence and Law Enforcement (Doctoral)

In this Doctoral level 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 effectively utilize strategic intelligence in the law enforcement and public safety realm.

HS7014: Strategy, Resiliency, and Coping with Fear (Doctoral)

In this Doctoral level 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.

HS7020 - Security of the Maritime Transportation System (Post Graduate)

The asymmetric threat posed by maritime terrorism has become an increasing concern to security experts throughout the world. This Doctoral level course explores the world of maritime terrorism. The course provides students an opportunity to analyze a variety of risk issues, key challenges, and both national and international strategies including the International Maritime Organization's International Ship and Port Security (ISPS) Code.

HS8010CAGS - Homeland Security Leadership and Policy (Post Graduate)

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.

Human Resources Management

HRM4000 – Workforce Planning, Recruitment and Staffing (Undergraduate)

Students in this course will examine the functions and processes related to the staffing of organizations. Students will analyze the concepts, principles, and applications of workforce planning, recruitment, and talent selection techniques. Course content will also include the Human Resource Management concepts of staffing in a globally connected environment with a diverse workforce.

HRM4001 Human Resource Development (Undergraduate)

Content in this course will include theory and applications related to employee and management development. Through theory and practical application, students will explore concepts related to instructional systems design to enhance human resource development in the workplace. Building upon learning, students will analyze human performance improvement to maximize workplace performance in a global environment with a culturally diverse workforce.

HRM4002 Compensation and Total Rewards (Undergraduate)

This course will cover the concepts and applications of pay, benefits and a total rewards pay program. The topics of the course will include an analysis of the theoretical concepts of pay and benefits and the methods to enhance employee motivation and job performance. Students will also explore job analysis, job evaluation, job design, and other pay components which enhance equitable pay structures. The course covers the role of employee benefits and the integration of benefits into a total rewards pay philosophy.

HRM4003 Strategic Issues in Human Resource Management (Undergraduate)

This course permits the student to analyze the role of a Human Resource Management leader in the development of a human resource management's mission, vision, and strategic objectives required to complement an organization's strategic goals. Students will also examine strategic issues in human resource management with an emphasis on emerging topics in the HR profession. Topics will include cultural diversity, employee risk management, global HRM policies and practices, and organizational change.

HRM4004 Employment and Labor Law (Undergraduate)

Students in this course will address the concepts and applications covering legal and labor issues affecting human resource management. The topics of the class will include an analysis of the laws and compliance issues in the workplace, along with current issues in unionism, collective bargaining and labor-management practices within organizations. Students will also examine effective employee relation practices that enhance employee engagement and organizational effectiveness.

HRM4005 Human Resources Management Capstone (Undergraduate)

The capstone for the undergraduate Human Resources Management program requires students to demonstrate the ability to synthesize, articulate, and apply the concepts and techniques covered throughout this program to a real world scenario. This will involve five different key areas of human resources management, resulting in a completed Human Resources Management Plan. These five areas include: (1) Planning, Recruiting, and Staffing, (2) Human Resources Development, (3) Compensation and Total Rewards, (4) Strategic Issues in Human Resources.

HRM5000 - Human Resources Management (Graduate)

Throughout this course, students will work to develop an understanding of and will focus on the management of human behavior in organizations for optimal organizational effectiveness as well as individual outcomes. Students will also examine human resource management in a global context. Theories of managing the dynamics of individual, group, and system relationships to achieve organizational goals are explored in detail.

HRM5001 - Recruitment and Human Resources Information Systems (Graduate)

This course presents a comprehensive staffing model that identifies all the key components of staffing, external influences, and staffing system management. Major areas covered are the model itself, 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, 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.

HRM5002 - Compensation Issues in Human Resources Management (Graduate)

This course explores four strategic choices in managing compensation: concerns for internal consistency, external competitiveness, employee contributions, and 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.

HRM5003 - Labor Relations (Graduate)

This course examines 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, impasse resolution, and contract administration. Students will conclude the course by examining global issues with regards to unionization and how international labor organization can affect a domestic company and its employees.

HRM5004 – Supervisory Concepts and Practices (Graduate)

Through a blend of theory, practice, and skill development, this course explores the supervisory concepts and practices that are used by 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. This course shows how to apply the principles of supervisory management to recognize and take advantage of those opportunities.

HRM5008 - Legal Issues in Human Resources Management (Graduate)

This course considers the relationships between employers, employees and independent contractors; policies such as testing at-will; employment and termination; Civil Rights Act compliance; and other regulations such as OSHA and collective bargaining.

HRM6010 - Human Resources Management Research Project (Graduate)

The student will conduct a research study of a topic within the academic discipline of Human Resources Management and document the results in a formal project report. The student will demonstrate the ability to identify a current human resource management issue and provide a solution, recommendation, or meaningful interpretation to the issue, whether it is a policy, program, legislation, or work place problem. The project report will include a critique or justification of the research effort based on the status of the issue under study and recommend a plan of action.

HRM7000 - Human Resources Management (Doctoral)

This Doctoral level course focuses on the development of the human resource function in organizations. While understanding and management of human behavior within organizations is necessary for optimal organizational effectiveness and individual performance, strategic planning to achieve organizational goals through the human resource function is recognized.

HRM7001 - Information Systems within HR (Doctoral)

This doctoral course focuses on the identification, development, implementation, and practical use of information systems technology within the human resource function in organizations. While understanding and management of human behavior in organizations is necessary for optimal organizational effectiveness and individual outcomes, proper use and functionality of Human Resource Information Systems (HRIS) are vital in today's organizations.

HRM7002 - Compensation and Benefits

This doctoral course explores the concepts of extrinsic and intrinsic compensation in the management of today's diverse and global workforce. The decisions made in these areas, related to compensation and benefits at the Executive and the employee level, can directly impact the strategic nature and direction of the organization.

HRM7003 - Labor Relations (Doctoral)

In this course, students will explore all aspects of labor relations from a human resources perspective. This will include the history, structure, politics, processes, and relationships associated with bargaining units (unions). Students will examine how unions can change attitudes and behaviors of management and employees, as well as the benefits and challenges to working in a human resources position in a unionized environment.

HRM7004 - Supervising in the 21st Century (Doctoral)

*Prerequisites:

Fundamental requirement in General Management

This doctoral course examines supervisory concepts, laws, regulations and HRM practices used in the 21st Century. Students will be assessed on responses to subject matter-related activities and written research papers.

HRM7006 - Change and Innovation within HRM (Doctoral)

This doctoral course looks at the multiple levels of employment, including management, full-time employees, part-time employees, temporary employees, and contracted employees based on the passage and interpretation of laws, whether at the federal, state, or local level. Policies such as employment-at-will, right to work, or termination, and other regulations can change with an act of Congress or a state legislature.

HRM7007 - Cultural Issues (Doctoral)

This doctoral course demonstrates the uniqueness of culture and its impact on all aspects of organizational operations. This includes such aspects as diversity, global transitioning, accommodations, and cross-national teamwork. Twenty-first century managers must be astutely aware of how cultural issues impact work and ability to gain competitive advantage.

HRM7008 - Legal Issues in Human Resources Management (Doctoral)

This doctoral course considers the relationships that are established between employers, employees, and independent contractors 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.

***Industrial/Organizational Psychology
(Interdisciplinary)***

IOP8400 - Industrial/Organizational Psychology (Doctoral)

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.

IOP8404 - Consulting in Business, Education, and Health (Doctoral)

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.

International Business

IB5012 - International Economics (Graduate)

Managing in the international economic environment continues to pose major challenges; therefore, it is increasingly important to understand the practical concepts and principles of international economics. This course covers the economic foundations of international trade and investment, government intervention, international monetary systems, balance of payments analysis, and foreign exchange markets and currencies.

IB5013 - International Marketing (Graduate)

This Master's level course examines the specific issues involved in entering overseas markets and conducting marketing operations on an international scale. Concepts focus on issues such as identifying and evaluating opportunities in overseas markets, developing and adapting marketing strategies in relation to specific national market needs and constraints, and coordinating strategies in global markets. The student will analyze and evaluate the issues through a series of papers and case studies.

IB5014 - Cultural Environment of International Business (Graduate)

This course examines the cultural, social, political, economic and other complexities of operating in foreign environments and managing organizational relationships and responses to different cultural logic and objectives. The course is primarily focused on the current environment and attempts to look forward. As such, course assignments are heavily weighted in practical application which requires critical thinking and evaluation with the textbook and scholarly research used as a reference point.

IB5016 - Global Business Strategic Management (Graduate)

This course covers the strategic management of the multinational corporation (MNC). Real life business cases are used to present course material and provide students with decisions managers of MNCs face each day.

IB5017 - International Business Law (Graduate)

Prerequisite: Fundamental requirement in General Management

This course covers the principles underlying the legal environment of global business. In addition to identifying the current legal rules and regulations affecting businesses, this course presents insights into new developments and trends that will greatly affect future transactions on a global scale.

IB6010 - International Business Administration Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of International Business Administration that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

IB7002 - International Business Environments (Doctoral)

This doctoral course focuses on international business theory and applications in North America, Asia-Pacific, Europe, Latin-America, the Middle East and Africa. During this course, research will be dedicated to exploring each of these markets. Students will be assessed for their independent thinking and theoretical application to resolve complex topic research issues, and case problems. Journal articles and current research are used to present course material and guide students to develop decisions-making skills required for managers working in international business environments.

IB7012 - Global Economic Environment (Doctoral)

This doctoral course covers international economic and trade theories and the role of global corporations. The global economic environment continues to pose major challenges; therefore, it is increasingly important to understand principles of international economic theory and international economic and financial governance institutions. Students will be assessed for their independent thinking and the theoretical applications to resolve complex topic research issues, and case problems.

IB7013 - Global Marketing Environment (Doctoral)

A doctoral course that examines specific issues of social and cultural environments in the context of global marketing. Global marketing research and product launches are differentiated when entering overseas markets and in conducting marketing operations globally as opposed to "domestic" levels. Attention is focused on complex problem solving techniques through an examination of culture and customer differences in different parts of the world. This course also provides a new learning experience for global marketing professionals that need new methods to develop product designs and implement comprehensive marketing brand and plan strategies throughout the world.

IB7014 - Cultural Environment of Global Business (Doctoral)

This doctoral course examines the theoretical and practical complexities of operating within international environments. Managing global business expansion, establishing organizational relationships and developing strategies for global operations will also be examined.

IB7016 - International Business Strategic Management (Doctoral)

This doctoral course covers the strategic management decisions of multinational corporations (MNCs) to enhance success in a global economy. Students will examine decisions-making skills and situations faced by managers of MNCs to meet changes in financial and economic environments.

IB7017 - International Business Law & Environment (Doctoral)

This doctoral 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 independent thinking and the theoretical applications to resolve complex topic research issues, and case study problems.

Management***MGT5000 - Business Organization and Management (Graduate)***

This course examines the essential characteristics of business organizations and management in a manner, which will enable students to assess and develop answers to the following questions: What is management? What is

expected of a manager? How does a manager accomplish goals and achieve positive results? How is a manager graded on performance? Do different organizational structures require different management styles? How do managers communicate and lead?

MGT5001 - Economics and the Modern Manager (Graduate)

Economic concepts for management form the basis for decision-making in the business and industrial environment. Supply and demand, competition, labor and capital markets, as well as economic, social, political, legal, and technical factors influence business and industrial service and profitability.

MGT5002 - Marketing Management (Graduate)

This course includes critical thinking exercises designed to provide the student with a well-rounded view 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.

MGT5005 - Management Finance and Control (Graduate)

All organizations must manage financial resources through capital generation, asset planning, and asset management. Budgetary planning and controls, financial and risk analysis, and managerial decision making are also detailed in this course.

MGT5006 - Organizational Behavior (Graduate)

This master level course acquaints the student with the evolution of organizational behavior (OB) its beginnings and key theories and contributions made to it. Emphasis is placed on the underpinnings of individuals, groups, organizational structures, and organizational processes and their positive and negative contributions to the dynamics of the work environment and the achievement of organizational goals. Some key topics covered include: progression of organizational behavior and theoretical contributions, interpretation of individual behavior and personality, application of operant conditioning, and antecedents, dynamics of groups and teams, organizational processes, intrinsic and extrinsic work values and effective leadership.

MGT5007 - Strategic Management (Graduate)

Strategic managers look at long-term needs of an organization and the implementation of plans necessary to address those needs. Strategic Management can be applied to organizations of any size or in any industry and are appropriate to international and non-profit endeavors, as well as ordinary businesses, public and private. The course is designed to help students complete various assessments and analysis necessary to lead an organization strategically.

MGT5009 - International Business (Graduate)

This course focuses on world trade and competition, and the international economic, political, cultural, and technological environments of business. The course explores the challenges of business operations and structures for regulation in an increasingly complex and interconnected environment of globalization and cross border transactions. Students will examine strategies and case examples of corporate operations in varied international contexts and have the opportunity to select a specific country for further in-depth analysis.

MGT5010 - Leadership in Organizations (Graduate)

Prerequisites:

Fundamental requirement in General Management or fundamental Psychology courses

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?

MGT5012 - Managerial Accounting for Decision Making (Graduate)

Managerial Accounting emphasizes the uses of accounting data internally by managers in directing the affairs of business and non-business organizations. It focuses on the needs of the manager for financial information and timely reports on the firm's operations in order to make sound managerial decisions.

MGT5016 - Managing Change (Graduate)

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.

MGT5018 - Operational Management (Graduate)

Operations management is at the heart of most if not all businesses. It is focused on planning and managing the processes to produce and distribute products and services. Fundamentally, operations management is concerned with converting inputs to outputs. The processes that make this transformation possible are measured for their effectiveness (in terms of the business' objectives) and their efficiency (in terms of the resources used). The concepts, principles, tools and techniques of operations management are addressed in this course. Emphasis is placed on applying methods of operations management to product and service industries in the private and public sectors. The key principles of operations management are developed into an integrated framework the student can use in their current environment or an envisioned future environment.

MGT5019 - Ethics in Business (Graduate)

Ethics and social responsibility are terms frequently applied to businesses often in the context of describing the lack of them. Using a case study methodology, students in this course will explore the responsibilities of a business and the stakeholders to whom it is responsible. The course includes case study analyses of business law, labor laws, discrimination, and applications pertaining to affirmative action, conflicts of interest, honesty, and moral responsibility. Students will also investigate sexual harassment, social responsibility, government contracting, and workplace safety.

MGT5022 - Organizational Development (Graduate)

This course contains instructions that permit the student to explore a variety of factors that focus on changing and increasing an organization's effectiveness through planning. Additional topics examined include organizational climate, teams, the structural bases of centralization and decentralization, job design, decision making processes, and design theories.

MGT5025 - Total Quality Perspectives in Management (Graduate)

This course provides a comprehensive review of Total Quality Management principles, focusing on quality and continuous improvement in all aspects of business operation. A balance of case studies and examples is presented to illustrate major concepts. It focuses on integrating quality and continuous improvement in all aspects of an operation.

MGT5026 - Effective Managerial Communications (Graduate)

This course presents the basic theories, skills, and applications related to communications in an organizational setting from a manager's point of view. The course focuses on the consistent, logical process approach that can be used to solve many communication problems. The course also covers topics that are essential to contemporary business communications, including critical thinking, the Internet, the World Wide Web, email, and other technological communication tools. It also presents basic theories, skills, and applications required to effectively communicate in a complex organizational setting emphasizing a manager's point-of-view.

MGT5027 - Legal Implications in Management (Graduate)

This course will familiarize business law students with how legal principles affect management in business. The student will learn the theoretical foundations of the legal regime governing business and will become familiar with key substantive areas of law affecting business decisions.

MGT5028 - Business Statistics (Graduate)

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 business, and more generally, to develop a working knowledge of statistical usage in everyday life.

MGT6010 - Management Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Business Management that incorporates analysis, synthesis, and evaluation of business research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles

will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

MGT7000 - Business Organization and Management (Doctoral)

Doctoral students will develop rational 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. It will provide students with 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. Cases and experiential exercises will enhance the transfer of learning.

MGT7002 - Marketing Management (Doctoral)

We 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.

MGT7006 - Advanced Topics in Organizational Behavior (Doctoral)

Understanding how managers need to develop their interpersonal or people skills if they are going to be effective in their jobs is a critical skill. Through evaluation, comprehension, and synthesis of the concepts and constructs we examine how organizational behavior (OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within an organization, and then apply that knowledge to make organizations work more effectively. Specifically, OB focuses on how to improve productivity, reduce absenteeism and turnover, and increase employee citizenship and job satisfaction. As managers accomplish their work through others, OB provides the tools for guiding the productivity of others, predicting human behavior at work and the perspectives needed to manage individuals from diverse backgrounds.

MGT7007 - Strategic Management (Doctoral)

Prerequisites:

Fundamental requirement in General Management

The concepts and constructs that are the foundation of Strategic management are the focus of the course that looks at long-term needs of an organization and the implementation or plans necessary to address those needs. The techniques can be applied to organizations of any size or in any industry and are appropriate to international and non-profit endeavors, as well as ordinary businesses, public and private. The course is designed to help students think strategically and apply that skill to a variety of situations.

MGT7009 - International Business (Doctoral)

Understanding the global forces of business and management will allow students to analyze and evaluate the underlying constructs to synthesize the concepts of international business. This course focuses on many aspects of global business, including international trade and investment, environmental and sustainability factors, politics, laws, competitive strategies, and global leadership and management.

MGT7012 - Managerial Accounting for Decision Making (Doctoral)

The constructs of Managerial Accounting emphasizes the uses of accounting data to support the activities of managers in directing the affairs of business and non-business organizations. It focuses on the needs of the manager for financial information and timely reports on the firm's operations in order to make sound managerial decisions.

MGT7013 - Entrepreneurship (Doctoral)

This doctoral level course will help entrepreneurs and all managers create a mindset and understanding of the driving forces of new business development. This course is built on practical concepts in entrepreneurship and E-entrepreneurship.

MGT7014 - Business and Management Consulting (Doctoral)

This doctoral level course allows those in the consulting field to advance their professional skills and conceptualize business operations. This course focuses on consultation; i.e., what it is, how it is effectively practiced, and the different forms it can take. Models for consulting in organizational settings are presented in a practical manner. It explores the process and dimensions of management consulting including identification and nature of the client

system, definition of the problem(s) in establishing the contract, ethics, tools, and techniques of the consulting practice.

MGT7016 - Managing Change (Doctoral)

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.

MGT7019 - Ethics in Business (Doctoral)

No longer are ethics and social responsibility, including the green movement, something organizations can ignore or do "if they have funding" left over at the end of the year. 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. Doctoral students in this course, through a series of essays and papers, will learn about current laws and their application to business; and how to maintain an ethical perspective within the context of a global framework.

MGT7022 - Advanced Topics in Organizational Development (Doctoral)

Doctoral students in this course will synthesize and analyze present theories and research results related to organizational development. Among many topics identified, students will study organizational behavior in all sized businesses, explore group think and group behavior, and analyze structure and design of businesses for success.

MGT7023 - Crisis Management (Doctoral)

Effective communication is key for success in business. This course explores the difference between crisis and disaster, reviews the purpose of Business Continuity planning, identifies methods of analyzing a business for risk and out of that assessment, suggests how to prevent, mitigate and resolve a disaster. In order to examine these issues, the student researches scholarly and contemporary publications.

MGT7026 - Effective Managerial Communications (Doctoral)

Effective communication is key for success in business and in academia. This course will help students identify methods to successful implementation of communication methods, identification of styles of communication, and organizing processes including critical thinking and use of technology as a primary means of communication. Emphasis is placed on skills and applications required for essential and effective communication through course papers and examples presented within the course.

MGT7027 - Legal Implications in Management (Doctoral)

In this course, students will become familiar with legal principles and management, particularly their affects and outcomes in business. Laws and requirements or regulation are constantly changing and students need to be prepared in both academia and business. Through a series of case analyses and assessments, students will traverse numerous aspects of the legal implications managers face today, and how this is different from the past decades.

MGT7029 - Strategic Leadership (Doctoral)

Doctoral students in this course will explore numerous decision making requirements related to strategy and leadership. Students will focus on corporate governance, how to be a contemporary leader in a global and technological age, and how to manage succession and turnover. Students will evaluate how one becomes a successful strategic leader and how these attributes are formulated and recognized.

MGT7110 - Leadership in Organizations (Doctoral)

*Prerequisites:

Fundamental requirement in General Management or fundamental Psychology courses

The course will help the student in their understanding, comprehension, and synthesis of the leadership constructs. 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?

MGT8010DBA - Applied Management Capstone Project (Doctoral)

The doctoral student will create a comprehensive research project that seeks to create a unique solution to a theoretical hypothetical or applied topic approved by the Mentor. The project should be suitable for publication, company or specific organizational application. Research scope and definitions must be declared before the specific approved project can commence. The topic must be oriented to the academic discipline of Management. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project. All degrees are examples of high levels of competencies in the student's fields. The PhD. degree requires more hours than the practical/applied degrees and the dissertation is expected to make "a new contribution to the body of knowledge". If the student is seeking a Doctor of Business Administration (DBA), the student's project will demonstrate the competency of the student, and a systematic research methodology that illuminates the work of a sophisticated scientific researcher. This level of ability does not require the creation of new knowledge as required for the PhD. The DBA project takes on a more applied focus and the dissertation may replicate original research in another area.

Management Information Systems

MIS5000 - Management Information Systems (Graduate)

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.

MIS5002 - Database Management Systems (Graduate)

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.

MIS5004 - Telecommunications Management (Graduate)

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.

MIS5005 - Local Area Networks (Graduate)

This course provides a professional understanding of the value and uses of network architecture to improve a business' overall performance. This course provides students with a synthesis regarding the ways in which firms should develop network architecture to improve communications, data management, storage, and application accessibility. The course concentrates on providing the tools needed for mastery of enterprise network architecture concepts and terms, which are important for all managers. This course is designed for students who want an overview of network management and architecture within a competitive business environment. The course demonstrates how to manage network architecture; communications systems; and information systems processes.

MIS5011 - Computer Security Management (Graduate)

This course provides a focus on information systems security applicable to the business environment. The intention is to emulate real-world considerations, so that practical and proven strategies are examined and considered. Topics include: computer security technology and principles; software security; management issues; cryptographic considerations; and operating system security.

MIS6010 - Management Information Systems Project (Graduate)

The student will conduct a research study of a topic, within the academic discipline of Management of Information Systems and document the results in a formal project report. The student will be able to demonstrate the ability to conduct an investigation on a work place problem, identify an area for intervention, critique, justify, and

recommend a plan, based on the status of the issue under study, and recommend a plan of action, applying principles with ethical considerations, and fiduciary responsibilities.

MIS7000 - Information Technology Management (Doctoral)

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 with a focus on eBusiness. The course concentrates on providing the tools needed for mastery of the information systems concepts and terms, which are important to end user managers. This course is designed for Learners who want an overview of information business applications that can be deployed and managed across a broad spectrum. This course, thus, provides a synthesis regarding the ways in which information technology (IT) managers may use various resources to improve business performances to achieve organizational goals.

MIS7002 - Database Administration and Management (Doctoral)

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.

MIS7003 - Information Technology Decision Support (Doctoral)

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.

MIS7004 - IT Data Communications Management (Doctoral)

Prerequisites:

MIS5004 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.

MIS7005 - Enterprise Network Architecture (Doctoral)

This course provides a professional understanding of the value and uses of information systems architectures and processes aimed to improve the overall performances of an organization. This course is designed for students who want an overview of designing an enterprise architecture, computer networks, systems applications, and information systems processes. This course provides students with a synthesis regarding the ways in which technologists might develop an enterprise network architecture to improve application accessibility, data storage, and management, communications, and business processes. The course concentrates on providing the tools needed for mastery of enterprise network architecture concepts and terms, which are important for all managers who communicate with technologists about business-related planning that aims to improve enterprise network systems.

Management of Engineering and Technology

MET5000 - Principles of Productivity (Graduate)

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.

MET5002 - Applied Systems Theory (Graduate)

Systems engineering has been recognized as the process by which the orderly evolution of man-made systems can be achieved. The knowledge and tools needed for implementation of this process are discussed, including the system design process, system analysis and modeling, and the techniques of designing for operational feasibility. This course examines managerial systems concepts such as open/closed systems, equifinality, equilibrium, synergism and cybernetics in order to understand and optimize organizational processes. An overview of system engineering management is presented.

MET5003 - Applied Decision Theory (Graduate)

This is a graduate level, decision-oriented course that focuses on the frameworks, concepts, theories, and principles needed to organize and use information to make informed business decisions in complex environments. Cases, exercises, and other tools are used to help students build data gathering and analysis skills.

MET5006 - Operations Research (Graduate)

Operations Research employs mathematical modeling, feasible solutions, optimization and iterative computations in order to solve complex decisions. This course stresses the quantitative nature of the operations research process. The student is exposed to modeling, sensitivity analysis, goal programming, determinism waiting lines analysis and forecasting.

MET5010 - Quality Management (Graduate)

The successful implementation of total quality management practices is a requirement for all organizations to be successful. This Master's level course introduces a systematic approach for implementing total quality management for an organization with 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.

MET5015 - The Process and Impact of Technology (Graduate)

Technology is a key resource of profound importance for corporate profitability and growth. This course will focus on the process of technology and the effect that technology has on companies, industries, and countries. Effective management of technology links engineering, science, and management disciplines will be studied using real business cases. These disciplines address the issues involved in the planning, development, and the implementation of technological capabilities required to shape and accomplish strategic and operational objectives of an organization.

MET5016 - Improving Productivity Through Technology (Graduate)

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.

MET5017 - Emerging Technologies (Graduate)

This graduate course allows participants to 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.

MET5020 - Management of Technology (Graduate)

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.

MET5023 - Managing the Research and Development Organization (Graduate)

The course examines the management of the R & D environment including planning, new product development, technological forecasting, innovation, and creativity. The course objectives provide the student with the opportunity to apply course concepts to current or potential real-world situations.

MET6010 - Management of Engineering and Technology Research Project (Graduate)

This is a field study in the area of Management of Engineering and Technology. Either the specifics of a topic in an applied setting, or the interactions of various topics may be considered. This course requires the graduate student to conduct a research study in an area of Management of Engineering and Technology and to document the results in a formal project report.

MET7000 - Fundamentals of Productivity (Doctoral)

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.

MET7002 - Applications of Systems Theory (Doctoral)

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.

MET7003 - Applications of Decision Theory (Doctoral)

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.

MET7006 - Operational Research (Doctoral)

This doctoral course examines the management of operational sequences defined as the management of transformation systems that convert inputs into goods and services. Operational management activities are at the core of all business organizations. Operations management is concerned with the creation of goods and services, which embodies the collection of design knowledge, planning, operation executing, forecasting, assuring quality, scheduling, motivating employees, and the control of systems that convert inputs to outputs.

MET7015 - The Impact and Process Optimization of Technology (Doctoral)

Organizational learning occurs through experiences that improve the organization's performance. Leaders improve performance through the improvement of processes. Business technology infusion is comparable to process improvement areas such as strategic planning, decision-making, measurement, and analysis. Process improvement is not possible unless the management of the organization understands the current technology and determines the technology direction. This factor is important before any organizational assessment, diagnosis, or improvement consideration is possible. Once established, the organization can begin the evaluation of its processes against external impacts. This course, designed for doctoral students, examines how people skills, processes, and machines act as current technology tools. Enhancements to these skills, processes, and machines cause technology adjustments. Technology enhancements, such as a change, cause core technology adjustments. As core technology changes, organizational technology improves its level of capability becoming an organizational optimization.

MET7020 - Strategic Technology Management (Doctoral)

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 Doctoral level course examines how technology is the identification, description, and explanation of needs

resolved for business and industry applications. It is important to realize is that technology evolves from implementation modifications due to customer feedback. This evolution is a trajectory of needs.

MET7029 - Enterprise Project Management (Doctoral)

A strategic plan is an intended course of action created prior to executing said 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 leaders of information. 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 Doctoral level course examines the three strategies of project management. A collaborative and iterative approach must be maintained by leadership throughout the organization to successfully execute the plan.

MET8010CAGS - Management of Engineering and Technology Capstone Project (Post Graduate)

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.

Marketing

MKT5000 - Service Marketing (Graduate)

Service Marketing is a relatively new marketing discipline that extends the classical definitions of marketing theory and introduces new ideas to the design, development and management of service products. The student will explore new theories of service quality (SERVQUAL) with emphasis on customer service behavior and acquire analytical tools to measure customer perceptions and expectations. A variety of learning methods prepares the student for various new career opportunities in a service dominated economy while providing the freedom of student assignment selections and various work exercises.

MKT5002 - Customer Relationship Management (Graduate)

This course examines the creative and strategic process of advertising and promotion and discusses current practices and research in advertising and promotion focusing on consumer behavior theories, advertising and promotion methods, and ethical practices of designing, developing, and implementing advertising and promotion of an integrative marketing communication program.

MKT5003 - Advertising and Promotion (Graduate)

This course examines the creative and strategic process of advertising and promotion and discusses current practices and research in advertising and promotion focusing on consumer behavior theories, advertising and promotion methods, and ethical practices of designing, developing, and implementing advertising and promotion of an integrative marketing communication program.

MKT6001 - Product Management (Graduate)

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. MKT6001 provides the marketing foundations required to develop, through the use of various analytical tools, a focused product marketing strategy. Developing sound product strategies through MKT6001 is introduced through a series of building exercises that carefully constructs a valuable Marketing Plan that the student 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. MKT6001 is a core Marketing Specialty component offering a comprehensive tour de force of best practice theory based marketing methodology for immediate real world application. It is demanding and very rewarding.

MKT6005 - Marketing Research I (Graduate)

Marketing Research I provides the fundamental building blocks for a thorough research project. The course syllabus introduces both qualitative research methodologies with quantitative techniques. The course introduces survey design, sampling procedures and research planning and reporting. From the basics of human inquiry to the advanced topics of research application, the course offers a series of tools to construct and implement an effective research initiative. Introduction to SAP with embedded exercises and easy to follow diagnostics on datasets are in

the syllabus. The course offers considerable flexibility in selection of many different exercises and is designed to accommodate various research subjects. The course covers qualitative analysis and the use of focus groups, coding conventions, and provides a review of research tasks.

MKT6010 - Marketing Project (Graduate)

The student will conduct a research study of a topic, within the academic discipline of Marketing and document the results in a formal project report. The student will be able to demonstrate the ability to conduct an investigation on a work place problem, identify an area for intervention, critique, justify, and recommend a plan, based on the status of the issue under study, and recommend a plan of action, applying principles with ethical considerations, and fiduciary responsibilities.

MKT7000 - Strategic Service Marketing (Doctoral)

This Doctoral level 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.

MKT7001 - Strategic Sales Force Management (Doctoral)

This doctoral course explores how to define consumer responses to fit market targets and investigates market segmentation to improve overall goal performance. The role of the sales force 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, directing sales force operations, including the analysis of motivational issues, sales planning, and evaluating sales performance. In addition, the ethical and legal responsibilities of sales managers will be covered. A variety of learning methods, including case studies will prepare students for career opportunities in sales force management.

MKT7002 - Customer Relationship Management Strategies (Doctoral)

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.

MKT7003 - Advertising and Promotion Strategies (Doctoral)

Changes in industry, business operations and consumer behaviors lead to transformations in advertising and promotion. This course focuses on the effective use of integrated marketing communications programs and processes. Students will analyze the communications process, evaluate objectives and budgeting for promotional programs, explore creative strategies for planning and developing advertising, measure the effectiveness of promotional programs, and examine regulatory issues and the social, ethical, and economic aspects of advertising and promotion. A variety of learning methods including case studies, research papers, and promotion plans prepares students for numerous career opportunities in marketing communications and advertising.

MKT7100 - Consumer Behavior Theory and Practice (Doctoral)

This doctoral course explores how to define consumer responses to fit market targets and investigates market segmentation to improve overall goal performance. Customer 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. Customer loyalty and satisfaction are measures to help assess impacts of various new marketing strategies using techniques and scales to create improved consumer results. Developing new promotional methods for practical customer practice provides marketing professionals advanced tools to design enhanced service performance and tangible sales programs.

MKT7101 - Brand and Product Management (Doctoral)

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. This course provides a new learning experience for marketing professionals in need of current methods to develop product designs and implement comprehensive marketing strategies.

MKT7104 - Advanced Ethical and Legal Cases and Applications in Marketing (Doctoral)

Using research methods for defining and analyzing marketing characteristics, this course provides a review of techniques to define and identify best qualitative research measures. Using Excel-based tools can help provide results through heuristic investigation. Aspects of social research along with an introduction of text analysis offers training in refining specific research targets and creating rationale for further investigation into product, promotion, place and price decisions. Qualitative research creates face validity to explaining marketing phenomena worthy of further pursuits. This course reviews both techniques and theory to create best planning assumptions and cases needed for marketing implementation.

MKT7105 - Qualitative Marketing Research Theory (Doctoral)

Using research methods for defining and analyzing marketing characteristics, this course provides a review of techniques to define and identify best qualitative research measures. Using Excel-based tools can help provide results through heuristic investigation. Aspects of social research along with an introduction of text analysis offers training in refining specific research targets and creating rationale for further investigation into product, promotion, place and price decisions. Qualitative research creates face validity to explaining marketing phenomena worthy of further pursuits. This course reviews both techniques and theory to create best planning assumptions and cases needed for marketing implementation.

MKT7106 - Quantitative Marketing Research Methods and Techniques (Doctoral)

Marketing Research requires using quantitative tools that identify growth opportunities, utilize scarce resources efficiently, determine best segments, optimally position products, and create new products that fit customer demand. New marketing initiatives need economic justification that enable professionals to clearly make strategic decisions offering best choice options for improved performance. The student will use a series of analytical tools to solve various decision problems using a unique software product to pinpoint better decision frameworks.

Organizational Leadership

OL7001 - Conflict Resolution and Mediation (Post Graduate)

Dealing with conflict is an inevitable part of any leader's role in any type of organization. Timely and relevant, this course examines conflict management processes and skills with emphasis on interaction patterns, interpersonal relationships, and communication skills. Students will examine the nature of conflict - its origins, sources, and types - as well as the concepts and skills of proactive intervention, conflict resolution and utilizing various conflict resolution strategies in organizational settings. Issues dealing with diversity and ethical issues in multiple contexts, fostering creativity in problem solving and process design, and strategy and skills for successful mediation will be examined. Theory, structure, and practice of collaborative negotiation and mediated negotiations and application of the skills used to prevent and resolve conflict are emphasized.

OL7002 - Building Organizational Capacity (Post Graduate)

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.

OL7003 - Leadership for Excellence (Post Graduate)

This Doctoral level course will benefit students who understand that striving for leadership excellence is a life journey. It is predicated upon studying, practicing, and developing leadership skills and competencies. This process involves an intensive examination of personal and organizational leadership abilities and capacities. 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.

OL7004 - Theory and Practice of Organizational Leadership (Post Graduate)

Leadership theory spans academic disciplines and draws as much from artistry of relationships as it does from writings and reflections of leadership as an applied science. Students of leadership gain as much from the experiences of others, as they do from studies of attributes of successful leaders and organizations. Through coursework, course readings, case analyses and personal reflection, students will examine in-depth leadership theories and their applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting.

OL7005 - Ethical Leadership (Post Graduate)

Leadership is not an event, but is a process that takes time. In this course, students gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of ethical principles. Both hypothetical and real ethical scenarios and decisions will be critically considered and discussed with the focus on the student building practical decision making skills in the organizational environment and the understanding the criteria by which the soundness of those decisions are to be judged. 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.

OL7006 - Leading Learning for Organizational Sustainability (Post Graduate)

This course will introduce students to the critical importance of the Learning Organization. A primary focus of this course will address understanding organizations as living entities; creating environments within an organization conducive to learning; and understanding how to sustain organizational learning and memory. Senge states that for a "learning community it is not enough merely to survive." This course will emphasize how Senge's belief that adaptive learning is integral and must be joined by generative learning that enhances the student's capacity to harness the organization's intellectual capital to create learning, and manage knowledge for the organization's strategic advantage.

OL7007 - Leader as Coach (Post Graduate)

As organizations are increasingly required to be innovative, leaders are called upon to use a broader repertoire of skills to maximize internal human potential. Coaching skills and the theories from which they derive draw upon such interdisciplinary fields as organizational development, humanistic psychology and dialogue and systems theory. Through coursework, course readings, case analyses, field experience and personal reflection, Doctoral students will examine in-depth 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.

OL7008 - Executive Leadership in Nonprofit Organizations (Post Graduate)

This course provides leaders in not for profit organizations with an understanding of the pivotal role they play in the organization and how to approach, manage and lead strategic decision-making, including strategic planning, board development and governance, ethics, and community relations.

Project Management

PM4000 Introduction to Project Management

This course provides an introduction to the discipline of project management. The undergraduate student will explore techniques that managers apply to complete projects on schedule, within budgeted cost, and according to a specified scope. The student will be applying theory and knowledge based on the PMBOK® Guide to Project Management Body of Knowledge. Students will examine the operational framework of project management relating to the specified project and its life-cycle phases. The Signature Assignment for this course will be the development of a Project Management Office (PMO) plan.

PM4001 Leadership in Project Management

This undergraduate level course will focus on the skills necessary in order to be successful within a project environment. Students will examine the proper methods in which to lead others, stimulate purposeful innovation, foster the appropriate organizational culture by managing change, and explore techniques for effective leadership. The student will create an effective leadership strategy as the signature assignment. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student to varying degrees in the initiation, planning, executing, controlling, and closing steps. Degree of engagement will depend on the depth of engagement of leadership in the student-selected project.

PM4002 Human Capital Management

The student will identify and provide examples of the foundations of human resource and project management in this undergraduate level course. The student will explore and put into practice the PMBOK areas related to human resources for project managers: organizational planning, staff acquisition, and team development. The areas identified will be the cornerstone of the student's acquisition of knowledge, specifically in the areas of management and behavioral theories that impact change, communication, motivation, stress, conflict, negotiation, leadership and politics in a project environment. The signature assignment for this course will be the development of a project's human capital strategy and plan. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student to varying degrees in the initiation, planning, executing, controlling, and closing steps. The degree of student engagement will depend on the depth of exposure of leadership in the student-selected project.

PM4003 Quality and Performance of a Project

Students will explore and quantify quality assurance concepts and principles within the total project quality management framework applied in manufacturing or service organizations. This undergraduate level course will allow students to investigate benchmarking, the contractual aspects of quality, quality tools and techniques that utilize statistical process control, process improvement, yield management, quality issues of incoming material control and quality audits. The signature assignment will be the development of a Quality Management Implementation Plan. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student in the planning, executing, and controlling steps. The engagement will be most significant in the executing and controlling process steps for the student selected project.

PM4004 Cost and Scheduling of a Project

The undergraduate student will analyze approaches, methods, and systems to ensure management success under demanding cost, schedule, and performance requirements in this course. The resolving of conflict with risk management initiatives along with the application of GANTT scheduling methods will also be explored. The Project Scheduling and Cost Management Plan will be the student's signature assignment. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student planning, executing, controlling, and closing steps. The engagement will be mostly significant in the executing, controlling, and closing steps of the student selected project.

PM4005 Procurement and Contract Management

The undergraduate student will have a special emphasis placed on how procurement and proposals integrate into the project management process and how the project manager will successfully maintain control of the process. This course will assess the effective management of contracts and procurements for projects from the initial planning for contract work through contract close out. The signature assignment will be the creation of a Contract and Procurement Management Plan. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student in the planning, executing, and controlling steps. The degree of engagement will be the most significant in the planning and controlling process steps for the student-selected project.

PM4006 Risk Management

In this undergraduate course, you will explore the techniques of risk management planning, risk identification, risk assessment (qualitative and quantitative), risk response, and risk monitoring and control. This course examines and quantifies risk management within a project context. The development of a risk management strategy and plan will be the culmination of the course. This course will also involve the student in the five major project process steps with a focus on the planning and controlling steps for the student selected project.

PM4007 Project Plan Capstone

Prerequisites:

All Project Management specialization courses.

The capstone for the undergraduate project management program will require you to demonstrate the ability to synthesize, articulate, and apply the concepts, tools, and techniques covered throughout this program to a real world project scenario. You will illustrate the ability to work in a team environment, use project management software, and collaborate with project stakeholders. Writing and presentation skills will also be assessed. The completed Project Plan will be the culmination of the completed project management courses; therefore a high degree of engagement focus will be present in formulating the plan for your selected project. This project management course will involve you in all five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage you in building a project plan that will demonstrate your knowledge of these steps.

PM6000 - Project Procurement Management (Graduate)

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.

PM6004 - Project Risk Management (Graduate)

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.

PM6008 - Project Monitoring and Control (Graduate)

In this course the student 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 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.

PM6010 - Project Risk Management Research Project (Graduate)

This course provides students with an opportunity to do a real-world field study in Project Risk Management. The student will select a project that interests them and will apply this selection to the research project as the basis for their research and analysis. The course will be a culmination of all prior project management courses and will be the capstone of the project management specialization

PM6012 - Management of Multiple Projects (Graduate)

This course presents proven methods from a cross-section of industries for the management of a portfolio of projects. It will demonstrate multi-project management tools, techniques and methods. You will learn how successful businesses manage projects, how they set up multiple project management processes, what technologies are effective and how they allocate resources across various projects.

PM6016 - Earned Value Project Management (Graduate)

Earned Value is the accurate measurement of the authorized work physically accomplished plus management's budget for the completed work. This course presents the Earned Value technique which has been around for decades. It is discussed in this course as an effective technique to manage projects.

PM6020 - Management, Leadership and Team Building in the Project and Program Environment (Graduate)

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 managing tough human resource issues.

PM7000 - Project Procurement Management (Doctoral)

Doctoral students will examine strategies and materials necessary for the project team to perform their mission. This final assessment will incorporate contract management and the change control processes required to administer contracts or purchase orders.

PM7004 - Project Risk Management (Doctoral)

This doctoral course examines project risk management planning strategies. students will identify, analyze, and suggest responses to processes regarding monitoring and control. Students will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

PM7008 - Project Monitoring and Control (Doctoral)

In this course the doctoral student 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.

PM7012 - Multiple Project Management (Doctoral)

This doctoral 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.

PM7016 - Managerial Budgets and Project Management (Doctoral)

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.

PM7020 - Developing High Performing Teams in a Project Management Environment (Doctoral)

This doctoral course focuses on developing high performing teams to mitigate people problems in the project management environment. Students will be assessed on their ability to research, conceptualize, and mitigate human capital problems and issues.

PM8010CAGS - Project Management Capstone Project (Post Graduate)

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 in a final research project.

Public Administration

PUB5000 - Introduction to Public Administration (Graduate)

In this course, bureaucracy is examined at the federal, state, and local levels with particular focus on how government functions. Major emphasis will be on public policies and their implications for the society; such as, the effect of citizens' power on decisions related to public accountability, and making choices for the benefit of the society.

PUB5002 - Public/Government Relations (Graduate)

This course is designed to deal with the issues of lobbying at the national and local levels. Student will examine the ways that government officials influence public opinion and the informative role that government plays on major social issues, using publicity, advertising, press agency, public affairs, issues management, investor relations, and development. Finally, the course offers the student to chance to develop a comprehensive public relations campaign.

PUB5005 - Public Budgeting and Finance (Graduate)

The major focus of this course is to acquaint the student 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 such as the United Way Agencies and a myriad of other organizations.

PUB5007 - Quality Management in Public Administration (Graduate)

This course provides students the opportunity to examine the principles and methods for implementing an effective Total Quality Management system in a governmental environment. The course materials also provide a variety of planning methods to sustain such a system. By differentiating between strategic planning and operational planning, this course helps to define a vision of quality improvement and insures those efforts stay on track.

PUB5009 - Public Program Evaluation (Graduate)

The purpose of this course is to expose students to the processes, techniques, and practices associated with program and public policy evaluation. The course is designed to create greater understanding of the policy analysis process, the challenges of program evaluation in the public sector, and to learn about specific policy analysis procedures.

PUB5015 - Grant Writing (Graduate)

Public funds are a major source of funding for research and investigative programs within both the public and private sectors. This course is designed to introduce students to the area of public funding and grant writing. Course participants will gain awareness and understanding what public sources of funds are available and how to prepare grants and program applications at all levels of government.

PUB6010 - Public Administration Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Public Administration that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

PUB7000 - Public Administration (Doctoral)

This doctoral course provides the student an opportunity to examine major ideas, developments, and figures in the field of American public administration. The course utilizes a historical approach to understanding the contextual influences of thinkers and movements related to public administration. Doctoral students will compare and contrast historical and current trends, and analyze the development of modern public administration and conditions affecting social, political, and applied management theories.

PUB7002 - Administrative Law (Doctoral)

This doctoral course is a survey in administrative law, with the principal focus being on state and federal laws. Course objectives include the synthesis and evaluation of administrative due process, adjudication, judicial review actions, and the Freedom of Information Act. Students will be assessed on demonstrated proficiency shown through PowerPoint presentations and research papers.

PUB7003 - Urban Politics (Doctoral)

This doctoral course examines key issues in urban politics. Student will address problems, issues and solutions regarding governance, urban expansion, race, ethnicity, and culture. Students will examine reform measures to address current and future urban political issues.

PUB7004 - Urban and Regional Planning (Doctoral)

Prerequisites:

Fundamental requirement in General Management

This is a doctoral course in planning with an integrated overview of the theory, processes and practices of modern strategic planning in the public and nonprofit sectors. Contemporary strategies, techniques and tactics will be explored with a focus on the application of theory and a customer orientation. This course is designed to provide a conceptual framework and develop conceptual skills that will help students understand the role of marketing within the broader scope of institutional planning and decision-making.

PUB7005 - Public Budgeting and Finance (Doctoral)

*Prerequisites:

Fundamental requirement in General Management

Budgets and financial resources are integral components of most management decisions, especially within governmental entities. This doctoral level course will examine budget formulation, implementation and execution systems, including local government financial statements; use of modern financial management technology, analysis and recommendation of improvements in governmental financial management. Budgeting and finance at the federal level differ from processes at the state, county, and local levels. Students will evaluate both managerial practices and politics that form budgeting and finance at the federal, state, and local levels of government.

PUB7012 - Technology in Public Administration (Doctoral)

This doctoral course explores the impact of information technology on public administration. The role of technology and the Internet in improving government operations and service delivery are the focus of the course. Students will analyze and examine key benefits, including access to government information and transactions, citizen participation, homeland and national security missions, inter and intra-agency communications, and intergovernmental communications. Students will also examine technology compliance issues regarding federal laws.

PUB7014 - The U.S. Federal Government (Doctoral)

In this Doctoral level course, students will explore the organization, function, operation, and politics of the United States Federal government. Students will examine the foundations and historical events of federalism by assessing each of the three major branches of the federal system. Students will examine the issues of liberty and civil rights as they relate to the political process. Finally, students will evaluate the role of campaigns, media, and interest groups which impact the government.

PUB8010CAGS - Public Administration Capstone Project (Post Graduate)

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.

Strategic Knowledge Studies

LS3010 - Foundations for Undergraduate Study

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.

SKS4000 - Comprehensive Strategic Knowledge Studies (Undergraduate)

Students will identify, recognize, and develop executive level knowledge in eleven concept areas necessary to solve a wide variety of business related situations. This course focuses on demonstrating core proficiencies in the following business areas: Management, Business Ethics, Information Systems, Marketing, Global Dimensions of Business, Accounting Corporate Finance, Economics, Business Law, Business Math and Statistics, and Business Policy. The intent of this course is not to introduce these business concepts, but verify bachelor's of business administration threshold competency in these eleven areas of business. SKS4000 includes a capstone case study that will empower the student to demonstrate their competency in the eleven core proficiency areas. SKS4000 uses a variety of teaching media such as DVDs; courseware packages designed for Computer Assisted Instruction, and focused Internet research assignments. The Accreditation Council of Business Schools and Programs (ACBSP) require all BBA students successfully complete the Comprehensive Strategic Knowledge Studies course.

SKS5000 - Comprehensive Strategic Knowledge Studies (Graduate)

Students will describe, discuss, and apply knowledge in 12 business topical areas necessary to address a wide variety of business-related situations. The course focuses on 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 of this course is not to introduce these core business

concepts, but rather to verify a bachelor-degree-level threshold competency within each topical business core area. The course includes a comprehensive case study that will allow the students to demonstrate their competency with all 12 common professional components.

SKS7000 - Doctoral Comprehensive Strategic Knowledge Studies (Graduate)

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.

SCHOOL OF EDUCATION

Course Length and Course Codes

As of May 25th, 2011, all new students enrolling in the Master of Education program are automatically enrolled in courses that are eight weeks in length. As of July 1st, 2011, all new students in the Doctor of Education program are automatically enrolled in courses that are eight weeks in length. Students continuing in these programs prior to the eight-week implementation dates are automatically enrolled in twelve-week courses but may opt for eight-week courses. While eight-week courses are indicated by a "-8" (dash eight) at the end of the course code, course descriptions are the same. Descriptions are listed in the Course Description section of the Catalog by the base course code number only.

Adult Learning and Workforce Education

ED5008 – Teaching Diverse Students

As the United States continues to experience increasing cultural diversity, today's educators must become proficient in reaching diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. The purpose of this course is to address the nature of cultural diversity, its sources and importance to educators. Students will understand how to adapt instructions to the needs of diverse students, also taking into consideration epistemological and axiological perspectives unique to each culture.

ED5023 - Multicultural Relationships in Educational Organizations (Graduate)

The effects of cultural diversity on organizational behavior are complex and powerful. What is diversity and what are the goals in achieving a more diverse society? This course examines the educational community's thinking on race, language, culture, gender and disability in the educational setting.

ED5031 - Policy and Politics in the Administration of Education (Graduate)

This course brings the latest in research in the politics and policies in education. Special emphasis is placed on governance, curriculum and standards, accountability, finance and school choice.

ED5038 - The Art and Science of Adult Education (Graduate)

Adult education is an exciting field and is equally exciting to be associated with as a student, faculty member, trainer, educator, or administrator. The field is growing and full of opportunity. More than 50% of all college students are over 21, with nearly 15% over 35. Adult students want and should be actively involved in their learning process. ED5038 provides students with 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.

EL5006 - Adult Learning Theories (Graduate)

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.

GTD5000 - Leading the Global Workforce: Paradigms and Possibilities (Graduate)

In a time when the global job marketplace is more volatile than ever, recruiting and retaining a stellar workforce has never been of greater importance. In this course, students will examine major issues that impact the global workforce. Through the exploration of successful business practices, various paradigms will be highlighted to demonstrate effective and efficient leadership with an eye toward maximizing human performance potential.

GTD5013 - Evaluating Training Programs (Graduate)

In today's global training environment of frugal budgets and increasing accountability, stakeholders want to know the bottom line outcomes of training initiatives for the organization. How did a training program enhance the organization's performance and impact the workforce? This course provides graduate students the opportunity to investigate the critical components of successful training by exploring professional training programs and methods of evaluation. This course is designed to facilitate 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. In this course, students will identify and clarify the training needs of organizations; select appropriate training approaches; and evaluate training outcomes.

Curriculum and Teaching

CT5000 - Curriculum and Instructional Strategies (Graduate)

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.

CT5001 - The Teacher as Reflective Practitioner (Graduate)

Reflective practice is a powerful force for educational change. Reflection is a critical process that informs decision making and involves experience, research, discussion, and implementation. Reflective practitioners 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 past actions in the classroom in order to improve and energize professional growth, teaching methods, classroom strategies, and student learning.

CT5002 - Learning Styles and Teaching Styles – Strategies for Success (Graduate)

Planning for successful, meaningful teaching involves strategies, processes, and relationships. This course introduces specific strategies, modalities, and principles that can be collected and integrated into a lesson plan or learning module. The question of how a particular strategy relates to a specific learning objective is partially dependent on the teaching and learning styles present in the specific context. The skillful use of learning and teaching styles requires familiarity with style models, an awareness of one's personal style and how it influences individual thinking, acting, and communicating. Both hypothetical and real teaching scenarios and strategy decisions will be critically considered and integrated into a personal working model with the focus on building practical style skills and associated strategies.

CT5003 - Principles of Teaching & Learning (Graduate)

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.

CT5004 - Foundations of Language & Literacy Education (Graduate)

This course will assist educators in learning more about the foundations of language development and the impact language acquisition has on literacy learning. Educators will be asked to reflect on their own understanding of language development and reflect on their teaching of language.

CT5005 - Literacy Teaching and Learning (Graduate)

This course provides students working in professional teaching settings opportunities to develop their understanding of the eight principles guiding literacy development in the early years. Theory, strategies, activities

as well as a summative assessment are presented throughout this course to assist teachers in gaining a more thorough perspective on literacy development in the early grades.

CT5006 - Multiple Intelligences and Ways of Learning (Graduate)

In this course, students will explore the concept of multiple intelligences for appropriate and beneficial applications within school curricula, especially as applied to fostering students' higher-order thinking skills. Students will investigate and assess the influence of multiple intelligences on interdisciplinary learning, preferred learning styles, and appropriate applications in the classroom. Students will also analyze the options for evaluating and revising student assessment methods and tools so that multiple intelligences theory is included in curriculum development. Finally, students will develop activities to engage specific types of students using Bloom's taxonomy.

CT5007 - The Classroom: Managing and Organizing for Student Achievement (Graduate)

This course provides students working in professional settings opportunities to investigate, synthesize, and apply research-based best practices in classroom management and organization to maximize student achievement. Students will analyze major philosophical positions and theoretical models and their influences on classroom management practices. Students will integrate principles of curriculum development and models of instruction, management, and discipline to effect optimum student learning. Emphasis is placed on establishing a classroom management plan that is proactive in nature, effective in controlling student behavior, useful in a variety of contexts, adaptable to diverse student populations, and easily integrated into daily teaching practices.

CT5008 - High Stakes Testing: Implications for Teaching and Learning (Graduate)

This course provides students working in educational settings opportunities to research and understand the underpinnings of the current No Child Left Behind legislation as it relates to accountability and high stakes testing. Students will study historical precedents, local and federal accountability rules, intended and unintended consequences of high stakes testing, as well as the impact of high stakes testing on the individual student, the school, the community, and the country. Students will be encouraged to distinguish between testing and accountability. Reflection and discussion will enhance deep understanding.

CT7000 - Developing Instructional Strategies and Curriculum (Doctoral)

In Developing Instructional Strategies and Curriculum doctoral students will contrast and analyze instructional strategies based on a framework of architectural principles. Doctoral students will integrate and implement curriculum theories and models that can include differentiated instruction and the infusion of technology. Curriculum standards and requirements, issues, and trends will be evaluated for the production and promotion of recommendations for effective change.

CT7001 - The Role of the Teacher Practitioner (Doctoral)

The teacher as practitioner is a role open to a variety of perspectives for analysis and improvement that can offer doctoral students opportunities for growth; one perspective is the discipline of reflective practice. In CT7001 the doctoral student will analyze and integrate reflective thinking processes, descriptive feedback, and reflective strategies and benefits. The student will also synthesize experiential learning cycles and perspectives and personal action themes into a plan for ongoing success as a reflective practitioner. Evaluation of present teaching practices will provide a portfolio to improve personal and professional growth, teaching methods and strategies, and student learning.

CT7002 - Identifying and Maximizing Learning/ Teaching Styles (Doctoral)

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.

CT7003 - Teaching and Learning Foundations (Doctoral)

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.

CT7004 - Language and Literacy Education (Doctoral)

Language and Literacy Education will assist the doctoral student in learning about the processes of language development. Students will analyze the theory of mind and the processes of language and meaning development by reflecting on their own understanding of language. Doctoral students will assess specific literacy strategies to promote language development and analyze ways children learn words and concepts. Students will reflect on the impact of language acquisition on learning and teaching literacy. In addition, students will create strategies, lessons, and assessments designed for language and literacy.

CT7005 - Literacy: Focus on Curriculum (Doctoral)

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.

CT7006 - Multiple Intelligences (Doctoral)

In CT7006 Dr. Howard Gardner's theory of multiple intelligences is examined and evaluated by doctoral students for appropriate and beneficial applications within school curricula, especially as applied to fostering students' higher order thinking skills. Students will investigate and assess the influence of multiple intelligences on interdisciplinary learning, students preferred learning styles, and appropriate applications in the class room. Doctoral students will analyze the options for evaluating and revising student assessment methods and tools so that multiple intelligences theory is included in curriculum development. Specific multiple intelligences will be evaluated for specific skill sets and their possible contributions to personal and professional development for students and teachers.

CT7007 - Leadership for Student Achievement (Doctoral)

Leadership for Student Achievement provides doctoral students with learning opportunities to maximize student achievement. Major instructional models are compared and evaluated to enable a positive, supportive classroom environment. The diverse needs of students and their learning styles are assessed and possible pro-active changes are suggested using reflective practices and the insights of differentiated instruction. Student discipline patterns and discipline management techniques are analyzed and evaluated to minimize disruptive behavior and increase learning. Doctoral students will examine and appraise research-based instructional strategies for effective classroom management. Action research plans that will explore class room self-selected management topics will be expected.

CT7008 - Evaluation of Instruction (Doctoral)

Evaluation of Instruction offers doctoral students a timely opportunity to analyze and evaluate testing models and practices and their influence on achievement assessment. High-stakes testing and its impact on local and regional school practices is analyzed. The achievement gap, academic standards, sanctions and rewards within the context of No Child Left Behind legislation are contrasted and reviewed historically for possible intervention options. Doctoral students will explain and evaluate the possible and probable benefits for learning improvements for students from charter schools, vouchers, and other supplemental educational services. A sample school improvement plan, set in a local context, using class insights is expected.

Doctoral Process Courses-Education

CMP9400E - Doctoral Comprehensive Examination-Education (EdD)

In pursuit of a professional doctoral degree (EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization, and methods courses. This course is graded using Satisfactory (S) or Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination

must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

CMP9500E - Doctoral Comprehensive Examination- Education (PhD)

In pursuit of a research doctoral degree (PhD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization, and methods courses. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

DIS9401E – DIS9408E Professional Doctorate (EdD) (12 credits minimum to 24 credits maximum)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9501E – DIS9509E PhD Degree (PhD) (12 credits minimum to 27 credits maximum)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

Early Childhood Education

ECE5001 - Foundations of Early Childhood Education (Graduate)

This Master's level course presents an overview of Early Childhood Education (ECE) in American society including foundational theories for educating the young child. Students will explore basic educational concepts and practices central to developmentally appropriate classrooms for children pre-K through grade three, including children with exceptional needs. Various historical and contemporary models, delivery systems, and newest innovations are investigated. Students pursuing a specialization in ECE are advised to take this as their first specialization course.

ECE5002 - Growth and Development of Young Children (Graduate)

This course is a discussion of theory and research related to the education of young children. The intellectual, social, emotional, and physical development of infants, toddlers and young children will be examined and their implications on the development of early childhood education instructional programs.

ECE5003 - Administration of Early Childhood Programs (Graduate)

This Master's level 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, and skills are gained through practical application of these topics in practice.

ECE5005 - Children and Families in a Diverse Society (Graduate)

This course introduces students to multicultural and anti-bias issues in early childhood settings. Students will explore culturally relevant methods for working with children and families. Upon completion of this course the prospective early childhood educator 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.

ECE5007 - Children's Literature (Graduate)

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.

ECE5009 - Early Childhood Education (Graduate)

This course provides students with the opportunity to integrate and apply in a comprehensive manner their learning of early childhood education. Students will reflect on the courses taken and develop an understanding of the National Association for the Education of Young Children (NCAEYC) standards, developmentally appropriate practices based upon child development research, center-based curriculum, and professionalism. This course will culminate with a comprehensive final project that integrates the learning throughout the program.

ECE7001 - Topics in Early Childhood Education (Doctoral)

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.

ECE7002 - Topics in Early Childhood Growth, Development, and Educational Programs (Doctoral)

This course discusses theory and research related to the education of young children. The intellectual, social, emotional and physical development of infants, toddlers, and young children will be examined, and the impact of these factors on the development of quality early childhood education instructional programs will be explored. Societal changes and their influence on early childhood programs will also be examined.

ECE7003 - Topics in Early Childhood Program Administration (Doctoral)

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.

ECE7005 - Early Childhood Curriculum and Assessment (Doctoral)

This course discusses 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, analyzed, and created. Standardized and classroom assessments will be researched and evaluated.

ECE7007 - Early Childhood Literacy and Literature (Doctoral)

This course discusses 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.

ECE7009 - Families, Communities, and Schools as Partners in Early Childhood Education (Doctoral)

This course focuses 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. Societal trends and issues specific to diversity will be

explored. Special topics in the course include child abuse, child advocacy, and formulating effective strategies for working with families of special needs children.

Education

ED4000A, B, or C - Dynamics of Schooling in Elementary, Secondary or Special Education (Undergraduate)

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.

ED4001A - Foundations of School Leadership in Elementary Education (Undergraduate)

ED4001A 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.

ED4001B - Foundations of School Leadership in Secondary Education (Undergraduate)

ED4001B 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.

ED4001C - Foundations of School Leadership in Special Education (Undergraduate)

ED4001C 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.

ED4002A - The Role of Teacher Leadership in Elementary Education (Undergraduate)

ED4002A 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.

ED4002B - The Role of Teacher Leadership in Secondary Education (Undergraduate)

ED4002B 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.

ED4002C - The Role of Teacher Leadership in Special Education (Undergraduate)

ED4002C 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.

ED4003A, B, or C - Instructional Paradigms and Technology in Elementary, Secondary or Special Education (Undergraduate)

This 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. PLEASE NOTE THAT THIS COURSE REQUIRES FIELD EXPERIENCE.

ED4004A, B, or C - Assessment of Student Learning in Elementary, Secondary or Special Education (Undergraduate)

In this course, 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. PLEASE NOTE THAT THIS COURSE REQUIRES FIELD EXPERIENCE.

ED4005A, B, or C - School and Family Partnerships in Elementary, Secondary or Special Education (Undergraduate)

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.

ED4006A - Safe Schools in Elementary Education (Undergraduate)

ED4006A 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.

ED4006B - Safe Schools in Secondary Education (Undergraduate)

ED4006B 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.

ED4006C - Safe Schools in Special Education (Undergraduate)

ED4006C 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.

ED4007A, B, or C - The School as Learning Community in Elementary, Secondary or Special Education (Undergraduate)

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.

ED4008A, B, or C - Teaching as Reflective Practice in Elementary, Secondary or Special Education (Undergraduate)

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.

ED4009A, B, or C - Educational Change Processes in Elementary, Secondary or Special Education (Undergraduate)

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.

ED5001 - Contemporary Issues in Education (Graduate)

This course examines 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.

ED5004 - School Law (Graduate)

Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence education.

ED5005 - Reading and Language Arts: Methods and Strategies - Teaching for Success (Graduate)

This course includes 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.

ED5006 - Mathematics Methods and Strategies: Teaching for Success (Graduate)

This course explores relevant techniques, procedures, and current methods of teaching mathematics at the elementary school level. Emphasis is placed on developing mental processes such as creative and critical thinking, problem solving, and decision making. Cooperative groups, manipulatives, technology, and alternative assessment will be explored as tools for meeting the needs of elementary students.

ED5007 - Science and Social Studies: Methods and Strategies – Teaching for Success (Graduate)

This course provides an overview of the materials, content, and methodologies utilized by educators in the elementary Science and Social Studies curriculum. The foci for the methods of teaching elementary school Science are on scientific literacy, reflective practice, inquiry, and technology integration. An issues approach to the teaching of Social Studies in the elementary curriculum is presented, with emphasis on developing methods that will obtain the goal of responsible citizenry. Students will explore methodological principles in both areas and apply them by developing lesson plans, participating in discussions, and compiling a portfolio of resources and activities

ED5008 - Teaching Diverse Students (Graduate)

As the United States continues to experience increasing cultural diversity, today's educators must become proficient in reaching diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. The purpose of this course is to address the nature of cultural diversity, its sources and importance to educators. Students will understand how to adapt instructions to the needs of diverse students, also taking into consideration epistemological and axiological perspectives unique to each culture.

ED5011 - Leading and Developing Human Capital (Graduate)

This course provides students working in professional settings opportunities to research, practice problem solving and leadership skills as applied to human resource issues. People, and the knowledge and skills they possess, are an organization's most important asset. Students delve into the streams of thought that contribute to the bases of

logic of individuals and their organizations, their performance, their learning, development and their change. This course will promote student acumen to practice different styles and techniques of HR leadership, development and management. Students will practice HR leadership strategies with hands on experience in their work arena.

ED5012 - Leadership in Educational Organizations (Graduate)

This Master's level course is about effective leadership in educational organizations. It is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership to positively impact education in our nation. Students pursuing a specialization in Educational Leadership are advised to take this as their first course of study.

ED5013 - School Finance (Graduate)

This course will provide students with an understanding of and practical experience with the major concepts and tools in school finance. The course will cover the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.

ED5014 - School Organization (Graduate)

This course examines the organizational structure of schools and school systems and their relationships to and effects on school programs, teaching strategies, testing and measurement, and evaluation of programs in schools.

ED5015 - School Safety (Graduate)

This course is designed to provide students with set of standards that educators can use to evaluate their schools and then develop practical and systematic plans for ensuring orderly and caring learning environments. The course also addresses several theoretical perspectives through which students can come to understand school safety. Attention is given to the distinction between preventing violence and promoting safety.

ED5016 - Instructional Supervision and Leadership (Graduate)

The purpose of this course is to examine the theoretical framework and practical applications of instructional leadership within the economic, social, political, and educational context of schooling. This course proposes a concept of supervision and leadership designed to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual needs. Emphasis is placed upon the student gaining a clear understanding of the interrelatedness among supervision and leadership, instruction, and assessment.

ED5022 - Educational Policies and Practices (Graduate)

This Master's level course focuses 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. Current educational trends will be addressed to promote the establishment of effective educational climates for teaching and learning.

ED5023 - Multicultural Relationships in Educational Organizations (Graduate)

The effects of cultural diversity on organizational behavior are complex and powerful. What is diversity and what are the goals in achieving a more diverse society? This course examines the educational community's thinking on race, language, culture, gender and disability in the educational setting.

ED5025 - Education for Social Change (Graduate)

This course focuses on the dynamic relationships between education and a variety of social, institutional, economic, and cultural change processes. Students will evaluate how broader events and trends affect the structure and purpose of educational systems. They will also argue the positive and negative recent changes in systems of the schooling experience and predict future changes within the educational enterprise.

ED5026 - Cognition, Emotion and Motivation (Graduate)

This course will examine a comprehensive overview of the theories of human cognition, emotion, and motivation. This course will provide students with a solid understanding of the competing theoretical approaches and their applications to present social and cultural concepts. A contemporary view of research will be emphasized and upon completion, students will have a critical awareness of theories and research findings concerning diverse aspects of higher functioning in these areas.

ED5029 - Measurement and Assessment in Education (Graduate)

This course is designed to facilitate graduate students in acquiring the fundamental concepts, principles, theories, and techniques of educational measurement and classroom assessment. The underlying premise for the value of such knowledge for educators is that it is necessary for sound educational decision making. Moreover, graduate students will acquire competence in the planning and development of informal classroom assessments and the evaluation of standardized tests.

ED5031 - Policy and Politics in the Administration of Education (Graduate)

This course brings the latest in research in the politics and policies in education. Special emphasis is placed on governance, curriculum and standards, accountability, finance and school choice.

ED5033 - School-Based Leadership (Graduate)

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 student-centered schools. In a student-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.

ED5034 - School Community Relations (Graduate)

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.

ED5035 - Supervision of Curriculum (Graduate)

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.

ED5036 - Innovation and Change (Graduate)

To be an effective leader demands an understanding of the basic principles and practices underlying innovation and change processes in organizations. 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 examined by the students. Opportunity to investigate one's personal reaction and response to change is highlighted.

ED5038 - The Art and Science of Adult Education (Graduate)

Adult education is an exciting field and is equally exciting to be associated with as a student, faculty member, trainer, educator, or administrator. The field is growing and full of opportunity. More than 50% of all college students are over 21, with nearly 15% over 35. Adult students want and should be actively involved in their learning process. ED5038 provides students with 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.

ED6001 - Educational Research (Graduate)

This graduate course will examine a comprehensive overview of research tools utilized by education practitioners. Students will be provided with a solid understanding of research concepts, skills, and principles such as data collection, literature reviews, and evaluation methods.

ED6002 - Action Research Project Capstone (Graduate)

This graduate course emphasizes practical research skills utilized by education practitioners. Students will develop an action research project based on the scientific method and concepts presented in ED6001. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education.

ED7004 - School Law (Doctoral)

In this course, students will address legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in daily school activities. Students will also review legal process, structures of the law, legislation/litigation, and practices to avoid.

ED7005 - Language Arts and Reading (Doctoral)

This course includes 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.

ED7008 - Educating a Diversity of Students (Doctoral)

As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.

ED7011 - Leadership in Human Assets (Doctoral)

This foundational course focuses on managing and leading human capital. The placement of the proper people in positions in any institution is of utmost importance. Learning how to assess knowledge and skills and then match that information with job placement is essential for business and educational success. Additionally, the students in this course will understand how to assess the work of employees and how best to reward and develop necessary skills sets to achieve the institution's goals. This course will promote student acumen to practice different styles and techniques of HR leadership, development and management.

ED7012 - Educational Leadership (Doctoral)

An examination of historical and contemporary theories, models, concepts, and practices for effective and efficient approaches to leadership within organizations will be conducted in this Doctoral level course. Students will also specifically study how to effectively apply these concepts to educational settings.

ED7013 - Financial Issues in Schools (Doctoral)

This course is designed to introduce and explore concepts in school finance and school business management. Specifically, the course content will cover school finance and school business practices as it pertains to the national, state, and local practices.

ED7014 - Practices in School Organization (Doctoral)

School organizations serve as models of effective teaching and successful student engagement and learning. In this course, the doctoral student will examine the organizational structure of schools and school systems and their relationships to and effects on school programs, teaching strategies, testing and measurement, and evaluation of programs in schools. The student will consider the way schools are organized about 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, the student will explore stakeholder participation in organizational practice.

ED7015 - Safety Issues for Educators (Doctoral)

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.

ED7016 - Supervision and Leadership in Schools (Doctoral)

The purpose of this doctoral-level course is to explore the theoretical framework and practical applications of supervision and leadership within the economic, social, political, and educational context of schooling. This course is designed so that students can develop a conceptual paradigm of practice to sustain reflection, build competence, enact effective supervision, and promote change. This course facilitates an understanding of development theories and collaborative planning models for enhanced professional practice. Topics include administration and supervision, research, strategies that promote growth, and differentiated supervision models. Emphasis is placed upon the student gaining a clear understanding of the interrelatedness among supervision and leadership, instruction, and assessment.

ED7017 - Systems Dynamics (Doctoral)

System dynamics aims to prepare current and future managers of public educational organizations for leadership roles by focusing on the knowledge, skills, values and attitudes needed to manage public service organizations strategically.

ED7022 - Policies and Practices in Leadership (Doctoral)

This course focuses 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.

ED7025 - Foundations in Educational Change (Doctoral)

This course focuses on the dynamic relationships between education and a variety of social, institutional, economic, and cultural changes processes. Students will evaluate how broader events and trends affect the structure and purpose of educational systems. They will also argue the positive and negative recent changes in systems of the schooling experience and predict future changes within the educational enterprise.

ED7030 - Development of Organizational Leadership (Doctoral)

In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will define authentic leadership and effectiveness; and will explore what it means to work mindfully while applying principles of authenticity, integrity, and purposefulness. Doctoral students will explore preferred communication styles, cultivate relationship, develop strategies, and identify optimal strategies for organization growth and maturity. Students will be introduced to the doctrines of organization development, theory, and techniques. Attention will be given to organizational development in today's fast paced environments.

ED7035 - Curriculum Supervision (Doctoral)

This course is designed to expose doctoral students to theories of curriculum and instructional supervision and the design of instructional systems. Emphasis will be on translating theory into practice, particularly for curriculum supervision in public or private schools and/or in industry training. This course provides an overview of theories, principles, practices, and issues in curriculum supervision. It explores the pedagogical and curricular requirements of schools and integrates theory and practice. This course focuses on the design, implementation and evaluation of curricula. Doctoral 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.

ED7036 - Innovation for Change (Doctoral)

Doctoral students will employ creative skills, manage innovation, and hone techniques to promote imaginative and flexible change strategies. Education is constantly reinventing itself in order to meet the demands of society. Instructional leaders must be ready to interpret and shape the school organization based on the ideals put forth at the time, by a changing world. School leadership requires an ability to conceptualize and realize a vision for the organization. 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. School leaders are constantly making decisions that impact the school organization. This course will prepare doctoral students to negotiate the world of education innovation and change.

EDL5004 - School Law

Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence education.

EDL5013 - School Finance

This course will provide students with an understanding of and practical experience with the major concepts and tools in school finance. The course will cover the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and

business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.

EDL5033 - School Based Leadership

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.

EDL5035 - Supervision of Curriculum

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.

Education Foundation Courses

EDU5000 - Foundations for Graduate Study in Education (Graduate)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

EDU7001 – Advanced Scholarly Writing (Post Graduate)

The purpose of this course is to build advanced skills identifying and obtaining high quality sources through online library searches. In addition, the course addresses advanced writing and APA formatting skills, and it prepares students to be critically reflective consumers of research reports.

EDU7020 – Statistics in Educational Research (Doctoral)

This course provides students with a firm foundation on which to conduct educational research. The components include an overview of SPSS statistical analysis software; use of various statistical analysis methodologies, including descriptive and inferential statistics as well as regression analysis. Introduction to how to write and research a hypothesis statement, run statistical analyses which coincide with the hypothesis and steps in the design of educational research.

EDU7070 – Advanced Educational Statistics

This course will enable students to gain a working understanding of Multiple Regression, Multivariate ANOVA, Factor Analysis, Discriminate Analysis, Power Analysis and Reliability Analysis. The course prepares educational scholar practitioners for quantitative research and data interpretation during the dissertation process and throughout their careers.

EDU7101 - Foundations for Doctoral Study in Education

This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Education. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

EDU7705 - Qualitative Methods

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, and case studies.

EDU8000 - Foundations for Doctoral Study in Education

This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Education. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

EDU8001 - Advanced Scholarly Writing (Post Graduate)

The purpose of this course is to build advanced skills identifying and obtaining high quality sources through online library searches. In addition, the course addresses advanced writing and APA formatting skills, and it prepares students to be critically reflective consumers of research reports.

EDU8010 - Statistics in Educational Research (Doctoral)

This course provides students with a firm foundation on which to conduct educational research. The components include an overview of SPSS statistical analysis software; use of various statistical analysis methodologies, including descriptive and inferential statistics as well as regression analysis. Introduction to how to write and research a hypothesis statement, run statistical analyses which coincide with the hypothesis and steps in the design of educational research.

EDU8020 - Advanced Statistical Methods

This course will enable students to gain a working understanding of Multiple Regression, Multivariate ANOVA, Factor Analysis, Discriminate Analysis, Power Analysis and Reliability Analysis. The course prepares educational scholar practitioners for quantitative research and data interpretation during the dissertation process and throughout their careers.

Education Doctoral Methodology Courses

EDU7002 – Educational Research Methodology (Post Graduate)

The purpose of this course is to enable students to gain a holistic understanding of the research process and examine the most common research designs used in educational research. In this course, students are prepared to make thoughtful and wise choices about their dissertation research project or capstone project through the exploration of different research design options.

EDU7003 - Statistics I

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 as used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

EDU7005 - Qualitative Research Design

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

EDU7006 - Quantitative Research Design

This course provides students with the skills essential for designing experimental, quasi-experimental, and survey studies; analyzing the data collected in these studies, and interpreting results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

EDU7702 – Research Design (Doctoral)

In this course, the student acquires the basic skills necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The student will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and principles intrinsic to research paradigms, study designs, and methods of inquiry are presented to empower the student's ability to formulate and respond to research questions.

EDU7707 - Planning Dissertation Research in Education (Doctoral - EdD Only)

Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation procedures and aids students in the process of successfully completing a dissertation, including attending to self-care and time management.

EDU8002 - Educational Research Methodology (Post Graduate)

The purpose of this course is to enable students to gain a holistic understanding of the research process and examine the most common research designs used in educational research. In this course, students are prepared to make thoughtful and wise choices about their dissertation research project or capstone project through the exploration of different research design options.

EDU8003 - Statistics I

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 as used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

EDU8005 - Qualitative Research Design

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, and case studies.

EDU8006 - Statistics II

This course is an intermediate examination of statistical analyses commonly used for research in education. 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 advance ANOVA techniques.

EDU8007 - Quantitative Research Design

This course provides students with the skills essential for designing experimental, quasi-experimental, and survey studies; analyzing the data collected in those studies, and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

EDU8207 - Planning Dissertation Research in Education (Doctoral)

Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation procedures and aids students in the process of successfully completing a dissertation, including attending to self-care and time management.

E-Learning

EL5001 - Introduction to Principles and Practices in E-Learning (Graduate)

This course is designed as an introduction to the teaching and learning strategies in the field of e-learning. Students will examine the basic foundations of e-learning, instructional models used to develop effective online courses and materials, and the activities 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.

EL5002 - Introduction to E-Learning Instructional Strategies (Graduate)

This course will introduce to students the strategies necessary to facilitate learning using information and communication technologies. Students will develop effective online learning facilitation skills such as establishing a safe learning environment, accommodating various learning styles, conducting effective online class discussions, monitoring the progress of students, guiding collaborative online learning activities, and administering online assessment and evaluations.

EL5003 - Instructional Design Strategies (Graduate)

This course is designed to prepare the student with an understanding of instructional strategies and their role in designing authentic online activities in the field of education and training arenas. The use and understanding of

constructivist-based pedagogical models and Integrative Learning design Framework (ILDF) will provide a foundation for students and assist in developing effective online activities for an online course.

EL5006 - Adult Learning Theories (Graduate)

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.

EL5007 - Ethics and Legal Issues (Graduate)

This course will examine potential legal and ethical issues involved in online courses and programs. Ethical principles that relate to copyright, intellectual property, negligence, 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.

EL5009 - E-Learning and Corporate Training (Graduate)

This course examines the process and techniques of delivering higher education courses, as well as corporate training programs and continuing education courses in an online environment. The development and implementation of online programs requires that traditional teaching techniques and course work be significantly redesigned. This course will present a conceptual and theoretical foundation for implementing any online learning program. Students will explore the structural aspects of the electronic learning environment, pedagogical issues, curriculum design, psychological and group dynamics, ethical issues, as well as the practical issues of implementing courses online.

EL7001 - Principles and Practices in E-Learning (Foundation Course) (Post Graduate)

This course is designed to introduce to the student the essential elements in the field of electronic, online learning. Students will develop an understanding of the principles, philosophies, practices, approaches, technologies and delivery models that are being used by practitioners in the field of electronic learning. Students will explore the various needs that e-learning practices can meet and the best ways to effectively implement e-learning to meet those needs.

EL7002 - E-Learning Instructional Strategies (Post Graduate)

This course will introduce to students the strategies necessary to facilitate learning using information and communication technologies. Students will develop effective online learning facilitation skills such as establishing a safe learning environment for students, accommodating various learning styles, conducting effective online class discussions, monitoring the progress of students, guiding collaborating online learning activities, and administering online assessment and evaluations.

EL7003 - Instructional Design and Engaging E-Learning Activities (Post Graduate)

This course examines the process of instructional design in an online education and training context. Students will critically evaluate the relationship between instructional design and technology and have the opportunity to apply the instructional development process. The course will help students to develop skills in designing the best experiences and learning activities that will engage students in an online learning environment. Students who enroll in this course should be prepared to design activities and learning experiences for an online course.

EL7004 - The Online Student (Post Graduate)

This course offers an overview of the key issues of student online learning and provides practical guidance to working with students in the online environment. Course participants will examine the characteristics of online students and the factors that are critical to the success of any online student, such as multicultural issues, evaluation, the challenges of plagiarism, cheating, and much more.

EL7006 - Facilitating Adult Learning Online (Post Graduate)

Doctoral students will assess pedagogical learning theories and paradigms in teaching and learning as they impact adult learning and integrate effective adult learning principles into an online learning environment. Emphasis will be placed on theory into practice. Students will acquire skills necessary to create online community of adult students.

EL7007 - Ethical and Legal Issues in an Online Course (Post Graduate)

The purpose of this doctoral level course is to provide students with a solid 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. Emphasis will be placed on gaining a clear understanding of the law in order to make policies for organizations.

EL7008 - Online Learning Communities in an Online Course (Post Graduate)

Online discussions and interactions in online learning environments are a key component of any course delivered via distance learning. This course will help students develop skills and techniques to design and facilitate effective online discussions. Students will focus on the use of asynchronous discussion tools as well as synchronous tools that are found in most e-learning platforms. Assessment and evaluation strategies of synchronous and asynchronous activities will also be examined.

EL7010 - Online Learning for the K-12 Students (Post Graduate)

This course examines 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

ESL5001 - Foundations of Instruction for Non-English Language Background Students (Graduate)

This 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 non-English language background students while expanding the student's understanding of best educational practice. Students will explore models of bilingual education and language development.

ESL5003 - Assessment of Linguistically Diverse Students (Graduate)

The assessment of English students, or other linguistic minority students, is complicated regarding the intervening effects of primary and second language proficiency and actual content knowledge. This course will focus on the most pressing needs for teachers of linguistic minority students in an English instructional context. In addition, the course will cover the assessment of English language proficiency for linguistic minority students, and multiple measures for the academic assessment of linguistic minority students in classrooms. We will review and critique several standardized language assessment tools, as well as informal classroom based methods for assessing language proficiency. Students will explore the role of federal, state and regional assessment and accountability policies as they pertain to linguistic minority students.

ESL5005 - English as a Second Language (Graduate)

This course is designed to further educational leaders' and reflective practitioners' understanding of traditional and current identification and assessment practices in bilingual and English as a Second Language (ESL) and English for Speakers of Other Languages (ESOL) in education. The course also analyzes and synthesizes methods and techniques for language, academic assessment, and placement through speaking, reading, interpersonal, and technology of linguistically diverse students in English and native language.

ESL5006 - ESL and Bilingual Instructional Methodologies (Graduate)

This course focuses on instructional strategies and methodologies for the bilingual-bicultural student. The course covers teaching oral language and literacy skills (reading/writing) and the integration of culture in reading and writing in the content areas. Students will explore teaching in multicultural context for oral language development, adapting and developing lesson designs and materials, facilitating the reading process, coaching the developing second language writer, and strategies for teaching literature.

ESL5007 - Second Language Acquisition (Graduate)

This course focuses on presenting an overview of the field of SLA and on important practice and research in second language acquisition (SLA). SLA research examines the way in which humans acquire second, third, fourth, etc., languages. In this course, you will examine and think about student language, read summaries of published research on student language, and consider the implications of published research for applied linguistics.

ESL5008 - Building Parent, School, and Community Partnerships for ESL Students (Graduate)

In this course, students will master knowledge, skill sets, leadership skills, and competencies to increase family and community involvement in their schools. Students, administrators, and other educational service providers will utilize analytical approaches and strategies to improve communication and minority parent involvement in bilingual education, ESL, ESOL, migrant education, and Title I programs.

ESL5010 – Practicum for ESL/Bilingual-Bicultural Education

This course will allow students to gain supervised experience teaching English as a Second Language to students. Focus will be placed on the development of effective communication skills in reading, writing, speaking, as well as interpersonal and technology skills. All practicum experiences will be supervised through virtual or web-based activities. This course is highly recommended for students who wish to work with English as a Second Language students in the classroom or for those with limited teaching experience.

ESL7001 - Instructional Practices (Doctoral)

This course focuses on the principles and theoretical base of ESL Instruction as they relate to improving instructional practices. Emphasizes research findings and recommended practices.

ESL7002 - Cultural Diversity (Doctoral)

This course is designed to expand the student's 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. Students will be asked to select one culture for an in-depth study.

ESL7003 - Evaluation of Diverse Students (Doctoral)

This course focuses on practices in assessing K12 students 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 K12 education.

ESL7004 - Bilingual Instructional Methods (Doctoral)

This Doctoral level class is designed to provide 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.

ESL7005 - Developing Curriculum for ESL Students (Doctoral)

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.

ESL7007 - Second Language Foundations (Doctoral)

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.

ESL7010 - Practicum for ESL/Bilingual-Bicultural Education (Doctoral)

This Doctoral level course will allow students to gain supervised experience teaching English as a Second Language to students. Focus will be placed on the development of effective communication skills in reading, writing, speaking, as well as interpersonal and technology skills. All practicum experiences will be supervised through virtual or web-based activities. This course is highly recommended for learners who wish to work with English as a Second Language students in the classroom or for those with limited teaching experience.

Global Training

GTD5000 - Leading the Global Workforce: Paradigms and Possibilities (Graduate)

In a time when the global job marketplace is more volatile than ever, recruiting and retaining a stellar workforce has never been of greater importance. In this course, students will examine major issues that impact the global workforce. Through the exploration of successful business practices, various paradigms will be highlighted to demonstrate effective and efficient leadership with an eye toward maximizing human performance potential.

GTD5005 - Introduction to Successful Global Training Techniques (Graduate)

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.

GTD5007 - The Role of Technology in the Global Training Marketplace (Graduate)

In this course graduate students will explore the impact of rapidly changing technology and the challenges of integrating these technological tools into the global training marketplace. The traditional concepts of global training have become outmoded with new innovations. The real and immediate impact of technological change is ever present, and must be continually managed for effective training to ensue. As global entities expand, trainers with skills in technology-driven training will be in increasing demand. 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.

GTD5011 - Introduction to Best Practices for Training and Presenting to International Audiences (Graduate)

Global trainers are often required to create professional development opportunities for multinational audiences. This course will allow students to investigate best practices for training and presenting in nondomestic contexts. There will be opportunities to analyze the role of global leaders, the meaning of culture, and heuristic decision-making. In addition, global training skills will be honed through application of practices relative to international training and presenting. This course focuses on the consistent, logical process, which can be employed to create culturally appropriate professional development offerings.

GTD5013 - Evaluating Training Programs (Graduate)

In today's global training environment of frugal budgets and increasing accountability, stakeholders want to know the bottom line outcomes of training initiatives for the organization. How did a training program enhance the organization's performance and impact the workforce? This course provides graduate students the opportunity to investigate the critical components of successful training by exploring professional training programs and methods of evaluation. This course is designed to facilitate 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. In this course, students will identify and clarify the training needs of organizations; select appropriate training approaches; and evaluate training outcomes.

GTD5019 - Trainer as Consultant in the Global Marketplace (Graduate)

Consultants must have the ability to create value and deliver change in the global marketplace. In this course, students will develop an understanding of ways to create value, improve productivity, and deliver change to global organizations. Consulting work allows an individual to condense skills developed throughout a lifetime of professional experience and practice. This course focuses 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 graduate student will gain professional skills to assist global partners in times of organizational and personal need.

GTD7000 - Human Performance: Paradigms and Possibilities (Doctoral)

In a time when the global job marketplace is more volatile than ever, recruiting and retaining quality workers and providing a spirited and productive workplace has never been of greater importance. In this course, students examine major issues that impact human performance. Various paradigms are highlighted to demonstrate effective and efficient training models with an eye toward liberating human performance potential. Note: First course for students pursuing a specialization in Global Training and Development.

GTD7005 - Strategic Links for Successful Global Training (Doctoral)

This course provides insights into the intersection of corporations and global training and development. 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. In this course, students will be exposed to diversified training approaches, differentiated and accelerated learning concepts and theories, and classroom and web strategies for meeting the needs of trainees. Doctoral students will also explore case studies of companies leading the global workforce. Students will be required to consider unique training and development practices in global contexts and to consider value-added approaches to building an informed workforce.

GTD7007 - The Role of Technology in the Global Training Marketplace (Doctoral)

In this course, doctoral students will explore the impact of rapidly changing technology and the challenges of integrating these technological tools into the global training marketplace. The traditional concepts of global training have become outmoded with new innovations. The real and immediate impact of technological change is ever present, and must be continually managed for effective training to ensue. Technology is a key factor in almost any conceivable training program on the market. Technology represents the processes, skills, and tools that allow globally savvy trainers to move data and information through an organization. As global entities expand, trainers with skills in technology-driven training will be in increasing demand. 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.

GTD7011 - Best Practices for Training and Presenting to International Audiences (Doctoral)

Understanding the best practices for training and presenting to international audiences is a key feature of success for those engaged in global training. In this course, doctoral students will develop an understanding of the basic theories, skills, and applications related to international training and presentation. The course focuses on the consistent, logical process, which can be employed to create culturally appropriate professional development offerings. The course also covers topics that are essential to global trainers including evaluating the role of the global manager; assessing skills required by global managers; analyzing culture in diverse contexts, and applying heuristic decision-making processes.

GTD7013 - Evaluating Training Programs (Doctoral)

In today's global training environment of frugal budgets and increasing accountability, stakeholders want to know the bottom line outcomes of training initiatives for the organization. How did a training program enhance organization's performance and impact the workforce? This course provides doctoral students the opportunity to investigate the critical components of successful training by exploring professional training programs and methods of evaluation. This course is designed to facilitate 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. In this course, the student will identify and clarify the training needs of organizations; select appropriate training approaches; and evaluate training outcomes.

GTD7019 - Trainer as Consultant in the Global Marketplace (Doctoral)

Consultants serve myriad roles in national and trans-national organizations. In this course, doctoral students will develop an understanding of ways to create value, improve productivity, and deliver change in these global organizations. Consulting work allows an individual to condense skills developed throughout a lifetime of professional experience and practice. This course focuses 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 gain professional skills to assist global partners in times of organizational and personal need.

Instructional Leadership***IL5000 - Instructional Leader as Creator of Learning Culture (Graduate)***

Being an instructional leader essentially means being the leader of leaders; to create a culture of learning means mastering the art and science of effective leadership. The contemporary role and responsibility of the instructional leader demands a style of leadership that focuses on teacher development that promotes and enhances student learning. Successful instructional leaders encourage and inspire their faculty and staff to create a learning culture wherein effective teaching practices are embedded. In this course, students explore the knowledge, skill sets and

behaviors that enable instructional leaders to establish and sustain these professional learning cultures. Furthermore, in this course, education practitioners who may or may not have any practical experiences in K-12 education will have the opportunity to expand their knowledge base per curriculum and its function(s) in educational settings. Students pursuing a specialization in instructional leadership will take this as their first course.

IL5001 - Instructional Leader as Advocate and Decisioner (Graduate)

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.

IL5002 - Instructional Leader as Community Conduit (Graduate)

Perhaps one of the more challenging roles for the instructional leader is that of community conduit. In this course, students investigate the diverse leadership approaches to effective community engagement. Successful instructional leaders actively engage the extended community to create a shared sense of responsibility for student achievement and successful attainment of performance goals and objectives. This engagement serves to promote the development of the larger "community of students."

IL7000 - The Culture of Learning (Doctoral)

Skillful instructional leaders occupy many jobs within educational organizations. These jobs include principals, district administrators, teacher leaders, staff support, community organizers, and parents and students who accept leadership responsibilities. Anyone responsible for creating a culture of learning engages in instructional leadership tasks. Effective instructional leaders must be able to articulate essential links between instructional tasks, student learning, and organizational goals. In this course, doctoral students will explore myriad ways to engage these instructional domains. Through course activities, students will engage topics including technology integration, philosophically sound curriculum decision-making, visionary leadership traits, and curriculum management.

IL7001 - Leader as Advocate and Decision Maker (Doctoral)

Instructional leaders are at the pinnacle of decision-making in any organization. Typically, decisions filter down through the ranks until outcomes reach and impact stakeholders. Decision-making requires careful consideration of the overlapping spheres of influence at work in educational organizations. It is essential that instructional leaders have a deep understanding of promoting vision and mission for the organization to meet its goals. One of the most important facets of this is when the leader acts as an educational advocate. Advocates promote positive leadership and learning and focus on effective core values, beliefs, and purpose of the educational endeavor. In this course, doctoral students will engage the complex decision-making concepts and processes while reflecting on staff development and instructional supervision.

IL7002 - Leader as Community Advocate (Doctoral)

Instructional leaders must forge relationships with stakeholders in the community to build effective learning organizations. This is an era of heightened accountability and leaders need to be as transparent as possible with operational aspects of the school to allow community members to understand the intricacies of managing education organizations. In this course, doctoral students will develop the skills to seamlessly engage stakeholders in partnerships to enhance educational operations at all levels. The student will develop knowledge of professional learning communities and ways to stimulate community leadership.

International Education

IE5001 - Introduction to Global and Comparative Education (Graduate)

In our global world, it is increasingly important for educators to have an understanding of the theories of comparative education, national analysis, and the tools to apply global transfer and borrowing. In this course, students will develop the skills needed to be effective educators in a global society. Graduate students will explore the connections between diverse educational systems and evaluate various theories of comparative education. In addition, students will debate the legitimacy of comparative education as a field of study and analyze the intersection of culture and education. Because comparative education requires an interdisciplinary approach of

study, students will engage a wide cross-section of inquiry to develop a deeper understanding of global educational trends.

IE5003 - International Education Concepts and Theory (Graduate)

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.

IE5005 - International Organizations in Global Education (Graduate)

This course introduces graduate students to global education organizations. As educators become more knowledgeable about global education and better understand the policies and foundations of diverse cultures and educational systems, they will better be able to work with and assist other professionals with whom they previously had no connection. Students will explore diverse topics ranging from International Baccalaureate Programs to methods of contextualizing international higher education.

IE5007 - Conflict Resolution in an International Context (Graduate)

In this course, students examine the conceptual underpinnings of peace and conflict resolution and the paradigmatic models of conflict resolution currently practiced around the globe. Substantive inquiry into a variety of peace-building approaches on local, national, and global levels will also be explored. Students will develop an understanding and appreciation of the theoretical, conceptual, and methodological breadth of the conflict resolution in an international context. Students are also encouraged to broaden the scope of their studies by pursuing their own particular interests in the study of conflict resolution in educational systems. Students will have the opportunity to integrate life experiences and ideas into course activities.

IE5013 - Globalization and Educational Change (Graduate)

To be an effective international educator requires one to have an understanding of the basic principles and practices underlying innovation and change processes in organizations. This course will provide students with an opportunity to understand efforts to effect positive global educational change. Students will explore various change theories and best practices for successful implementation in the workplace against which to understand their personnel to change. They will be encouraged to act as change agents ready to expand the outlook of educational programs and examine education from a global perspective.

IE5021 - Education and National Development (Graduate)

This course allows students to explore the politics and national development of education in international and cross-cultural contexts. Course topics include educational equity and quality and the role of reform movements from one national context to another. This course will present students with a comparative examination of education in developed and emerging nations. Emphasis will be on the applications scholarship in international and comparative education, including comparisons of curricula and school practice, the evaluation of policies that influence the provision of educational services, and the challenges of educating citizens of transitional societies.

IE7001 - Introduction to Global and Comparative Education (Doctoral)

This course introduces students to theories of comparative education, cross-national comparative analysis, global educational transfer and borrowing, and the relation between culture and education. Through this course, students 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. Students 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.

IE7003 - Culture, Society, and Education in Comparative Perspective (Doctoral)

Comparative methods serve as the framework to understand culture and society as well as global theories of education. This course provides doctoral students the opportunity to explore and analyze international and comparative education. This course examines the ways in which school, youth, and culture intersect. Students will

explore the ways popular culture and education are often opposing forces and investigate reasons why. Students will investigate the shaping and reflecting of popular culture, how the meaning of education shifts over time, how students use popular culture to learn. Students will also look at the multiple ways youth and teachers are constructed in various culture forms. Students examine how demographic factors like race, class, gender, ability, and age are represented and what this means for educational practice and policy.

IE7005 - International Organizations in Global Education (Doctoral)

This Doctoral level course introduces students to international organizations in global education. Global education is coming to be one of the most important aspects of 21st century life. As educators become more knowledgeable about global education and understanding of different cultures and educational systems, they will better be able to work with and assist other professionals with whom they previously had no connection. Organizations interested in global education are to be studied, supported, and commended.

IE7007 - International Education Leadership (Doctoral)

This course allows students to explore theoretical approaches to the study of education leadership in diverse contexts. These approaches are used to consider current topics and debates in the fields of international education. This course also introduces students to institutions involved with educational development in diverse global settings. Students will focus on building leadership skills in international education and on developing intercultural exchange of ideas, resources, and practices. Special emphasis is given to practices, strategies, and techniques that can be adapted to intercultural/multicultural contexts.

IE7009 - Conflict Resolution in an International Context (Doctoral)

Doctoral students will explore the conceptual structures of peace and conflict and the theories of conflict resolution currently practiced by peace negotiation specialists. Students will develop an understanding and appreciation of the theoretical, conceptual, and methodological breadth of conflict resolution in local, national, and international contexts. Opportunities will be provided for students to develop application-based experience on a variety of international conflict resolution situations.

IE7013 - Globalization and Educational Change (Doctoral)

Globalization and Educational Change will give students an opportunity to better understand cross-cultural efforts to effect positive global educational change. Students will also understand that issues in one country are often found elsewhere. Because of similar reasons, there is a need for assessment, parental choice, lack of authenticity, teacher attitudes, and immigration to name a few. These issues need to be discussed, examined, written about, and part of the national conversation.

IE7017 - International Education Concepts and Theory (Doctoral)

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. The student 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.

IE7021 - Global Perspectives on Ethical Issues (Doctoral)

This Doctoral level course 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 international school reform and educational inequality, along with trace patterns of international ethical traditions, especially those that emerged during the second half of the 20th century in order to develop an understanding of the basis of rights, obligations and responsibility. Students will examine contemporary examples of international ethics, especially ones involving safety, truth, and educational practice. Students will be encouraged to research topics of interest related to the course. Finally, the course will address organizational ethics and compliance, including ethical issues for educators and organizations providing services in other countries.

Graduate Writing

RC5000 - Introduction to Academic Writing (Graduate)

The purpose of this course is to introduce international graduate students to the Northcentral University Academic Writing Process through a series of discussions and assignments that lead graduate students through invention and prewriting, drafting, and revising. This course culminates in a portfolio presentation that charts the graduate student's Academic Writing Process and identifies areas in need of further growth and attention. This course emphasizes the practice and development of English idiomatic phrasing.

RC5001 - Graduate Writing Review (Graduate)

The purpose of this graduate-level course is to introduce Graduate students to the Northcentral University Research and Writing Process. This course contains a series of discussions and assignments that lead students through all aspects of research and evaluation, prewriting, drafting, and revising. This course focuses on academic discourse and style. This course culminates in a portfolio presentation of the student's Academic Research and Writing Processes.

Leadership in Higher Education

LHE5004 - The Organization of Higher Education (Graduate)

This Master's level course provides an introduction to the classical theories, traditional models, and contemporary readings regarding approaches and structures relative to organizational governance in higher education. Topical areas to be covered include organizational theory, governance models, campus climate, institutional change, and diversity.

LHE5005 - Exploring Legal Issues in Higher Education (Graduate)

This course enables students to 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.

LHE5008 - Financial Issues in Higher Education (Graduate)

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.

LHE5009 - A History of Higher Education (Graduate)

This course will introduce students to the historical origins of higher education in the United States. Significant periods in the development of higher education in this country will be covered, as well as the evolution into today's contemporary and complex system of higher education.

LHE5010 - Topics in Higher Education (Graduate)

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.

LHE5011 - Leadership for Higher Education (Graduate)

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.

LHE5013 - The Community College (Graduate)

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.

LHE7004 - Organization and Governance of Higher Education (Post Graduate)

This course introduces doctoral students to the classical theories, traditional models, and contemporary readings regarding approaches and structures relative to organizational governance in higher education. Topical areas to be covered include organizational theory, governance models, campus climate, institutional change, and diversity.

LHE7005 - Legal Issues in Higher Education (Post Graduate)

This course enables doctoral students to 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.

LHE7007 - Strategic Enrollment Leadership (Post Graduate)

Community colleges, 4-year colleges and universities can use information and intelligence to improve relationships throughout the institution, an approach known as strategic enrollment management. Similar methodologies can be applied to prospective and current students, alumni and donors. The enhanced relationships that result can increase enrollments, improve graduation rates and advance the institution. The program provides students with 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.

LHE7008 - Higher Education Finance (Post Graduate)

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.

LHE7010 - Current Trends and Topics in Higher Education (Post Graduate)

Higher education is experiencing radical transformation in scope, style, technology, and objectives. In this course students have the opportunity to survey many different trends and societal influences, but also have the opportunity to research those topics which relate to their professional role -- whether they serve in a community college, for profit institution, a private not-for-profit, a state university system, or a not for profit institution. Topics for consideration include 1. the effects of globalization and the prospect of international accreditation; 2. the balancing of entrepreneurial and philosophical goals of higher education; 3. the interaction between state governments and public universities; 4. the changing role of community colleges; 5. the conflicting interests and roles of boards, administrators and faculty; 6. the emergence of virtual education and the impact of technology on teaching and learning; 7. the shifting demographics and psychographics of students; 8. the differing views of academic governance; 9. the transition from a faculty-centered culture to a student-centered culture; 10. the impact of for profit higher education institutions; 11. the evolving role of professional and regional accreditation agencies; 12. the changing attitudes toward and approaches to tenure and the emergence of post-tenure review models. With guidance from the faculty member, students may also customize this course to focus on particular areas of interest and professional growth.

LHE7011 - Foundations of Higher Education Leadership (Post Graduate)

The purpose of this doctoral course is to provide a foundation for the nuances of higher education leadership and theory. 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.

LHE7012 - Strategic Planning & Institutional Effectiveness in Higher Education (Post Graduate)

Institutional and programmatic planning in tandem with the concern for institutional effectiveness often present academic leadership with more questions than answers: How does one create the future in a time of rapid change? Where does the process essential to creating responsive, transformational change in higher learning organizations begin? Who among us should be trusted with guiding deep change in the very essence of the academy? How does one take on new programmatic initiatives without losing sight of the traditional strengths and values of the academy? How does one respond to rapidly evolving missions, confront disruptive technologies, and attain operational flexibilities in a highly competitive environment? How does one build a learning organization that does not make absolute loyalty to tradition a precondition for experimentation and action? And, importantly, how

does one both stay the course and modify chosen strategic paths through the employment of practical assessment models and outcomes measures. Critically, a major goal of this course will be to insure 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.

LHE7013 - Community College Curriculum and Program Development (Post Graduate)

Community Colleges enroll close to 50% of all students who begin higher education in the United States. What happens at community colleges affects the course of study, and the nature of learning for nearly half of all higher education students. This course provides students with an in-depth examination of higher education curriculum issues and specifically those of the contemporary community college curricula. Students will gain perspective on the educational, economic, political and social forces that have influenced the development of the community college, and its associated curriculum.

LHE7014 - Introduction to the Community College (Post Graduate)

This course provides the student with a foundational understanding of the history, nature, and purpose of the American community college. The emphasis is on the public community college with a comprehensive educational program that includes general education, career education, community services, workforce development, basic skills education, and student development services. The course provides the student with both practical and theoretical knowledge relative to leadership and management of the contemporary community college. Students will gain perspectives on the educational, economic, political, and social forces that have influenced the development of the community college. Throughout the course students will review literature relating to the state of the community college as well as research focusing on "best practice" in these institutions.

Organizational Leadership

OL5001 - Resolving Conflict (Graduate)

Dealing with conflict is an inevitable part of a leader's role in any type of organization. This course examines conflict management processes and skills with emphasis on interaction patterns, interpersonal relationships, and communication skills. Students will examine the nature of conflict - its origins, sources, and types - as well as the concepts and skills of proactive intervention, conflict resolution and utilizing various conflict resolution strategies in organizational settings. Students will develop an understanding and appreciation of the theoretical, conceptual, and methodological breadth of conflict resolution in organizational contexts. Opportunities will be provided for students to develop application-based experience on a variety of conflict resolution situations.

OL5002 - Organizational Capacity (Graduate)

Organizations are constantly remaking themselves to stay current with best practices. Organizational leaders are at the helm of identifying needs and developing organizational potential. An organization's ability to reach a certain performance potential is known as "capacity". When an organization is operating at capacity, it is able to use resources to accomplish goals and meet expectations. Organizational leaders are responsible for promoting capacity to improve the performance at all levels. In this course, graduate students will explore the intersection of leadership strengths and organizational capacity.

OL5003 - Leading for Change (Graduate)

Organizations change as they respond to their environment. Leaders who understand the change process are better equipped to guide their organizations when the conditions within which they operate are in flux. This course is for students who desire to be change agents. They recognize that leading change requires the alignment of values with vision, mission, and organizational goals. They are committed to continued growth in skill and knowledge, and are eager to apply their leadership talents to foster positive organizational change.

OL5007 - Leader as Coach (Graduate)

As organizations are increasingly called upon to be responsive and visionary, leaders are being called upon to use a broader repertoire of skills to maximize the human potential within the organization. Coaching skills and the theories from which they derive draw upon such interdisciplinary fields as organizational development, humanistic psychology, and systems theory. This course is intended to help leaders develop an understanding of and skill in assuming coaching roles in organizations. Particular attention will be given to the process of developing quality organizational leaders within the framework of a professional learning community. Coaching practices and approaches will be analyzed and characteristics, roles, and responsibilities of a good coach will be identified and

related to the support and retention of educators. The precepts of coaching will be applied as students develop a plan for a mentoring program within their own organization. Throughout this course, the student will thoroughly explore ways that reflective coaching practice can improve organizations.

OL5008 - Nonprofit Organizations (Graduate)

Nonprofit organizations present a unique set of operating conditions that may be distinguished from their for profit counterparts. Schools, churches and charities are among the most common of the nonprofits. In this course the student will explore the range of nonprofit organizations and consider the unique leadership opportunities that arise within the world of nonprofit organizations.

OL5009 - Strategic Planning (Graduate)

This course provides educators and organizational leaders with requisite skills to be effective strategic managers. This course is about both the design and execution of management strategies. Students will develop skills to think systematically and strategically about aspects of the organization. Students will also develop an understanding of how to implement organizational change through policy to achieve goals.

OL5017 - Systemic Leadership: Systems Thinking and Systems Dynamics (Graduate)

Planning, organizing, and managing are no longer sufficient skills in the classroom, conference room, boardroom or training room. New paradigms are needed requiring individuals within any type of organization to make decisions based upon ambiguous information and conflicting goals. The ability to understand the organization, the curriculum, and/or the organizational culture as a holistic, complex system in which everything is interrelated is at the core of such a paradigm shift. This course will provide students with an opportunity to think and act systemically in order to solve real world challenges encountered in organizational life.

OL5030 - Organizational Development (Graduate)

This Master's level course explores the theoretical and practical underpinnings of organizational development within the realm of education. Particular emphasis is placed on examining and understanding the intrinsic role of mission, vision, purpose, and core values in the development of an organization. Students examine the essential elements of effective leadership, dynamic culture, and interactive community and their influence in shaping organizational health and wellness. An assessment and critique of students' professional settings is at the heart of the course learning. Students evaluate their organizational issues, attempt solutions, and develop personal professional responses. In a broader context, organizational development as a discipline of study offers students ample opportunity to explore their leadership styles, communication and interaction techniques, as well as planning and implementation strategies. It is important that students have a holistic orientation and understanding of organizational development and the importance of their role in the development process. Students as current or future organizational leaders must understand the complexity of organizations in a time of rapid change and development. In this course, students will examine these diverse issues, the effects the issues have on the profession, as well as formulating a personal response to the issues.

OL7001 - Conflict Resolution and Mediation (Post Graduate)

Dealing with conflict is an inevitable part of any leader's role in any type of organization. Timely and relevant, this course examines conflict management processes and skills with emphasis on interaction patterns, interpersonal relationships, and communication skills. Students will examine the nature of conflict - its origins, sources, and types - as well as the concepts and skills of proactive intervention, conflict resolution and utilizing various conflict resolution strategies in organizational settings. Issues dealing with diversity and ethical issues in multiple contexts, fostering creativity in problem solving and process design, and strategy and skills for successful mediation will be examined. Theory, structure, and practice of collaborative negotiation and mediated negotiations and application of the skills used to prevent and resolve conflict are emphasized.

OL7002 - Building Organizational Capacity (Post Graduate)

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.

OL7003 - Leadership for Excellence (Post Graduate)

This Doctoral level course will benefit students who understand that striving for leadership excellence is a life journey. It is predicated upon studying, practicing, and developing leadership skills and competencies. This process involves an intensive examination of personal and organizational leadership abilities and capacities. 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.

OL7004 - Theory and Practice of Organizational Leadership (Post Graduate)

Leadership theory spans academic disciplines and draws as much from artistry of relationships as it does from writings and reflections of leadership as an applied science. Students of leadership gain as much from the experiences of others, as they do from studies of attributes of successful leaders and organizations. Through coursework, course readings, case analyses and personal reflection, students will examine in-depth leadership theories and their applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting.

OL7005 - Ethical Leadership (Post Graduate)

Leadership is not an event, but is a process that takes time. In this course, students gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of ethical principles. Both hypothetical and real ethical scenarios and decisions will be critically considered and discussed with the focus on the student building practical decision making skills in the organizational environment and the understanding the criteria by which the soundness of those decisions are to be judged. 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.

OL7007 - Leader as Coach (Post Graduate)

As organizations are increasingly required to be innovative, leaders are called upon to use a broader repertoire of skills to maximize internal human potential. Coaching skills and the theories from which they derive draw upon such interdisciplinary fields as organizational development, humanistic psychology and dialogue and systems theory. Through coursework, course readings, case analyses, field experience and personal reflection, Doctoral students will examine in-depth 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.

OL7008 - Executive Leadership in Nonprofit Organizations (Post Graduate)

This course provides leaders in not for profit organizations with an understanding of the pivotal role they play in the organization and how to approach, manage and lead strategic decision-making, including strategic planning, board development and governance, ethics, and community relations.

Special Education

SE5000 - Introduction to Special Education (Graduate)

This course presents basic knowledge and experiences related to special education and teaching students with disabilities. Specifically, this course is an overview and identification of special needs students, legal issues, assessment, service delivery models, programming, and history of special education services. Students pursuing a specialization in Special Education are advised to take this as their first specialization course.

SE5001 - Exceptional Student Assessment (Graduate)

This course introduces students to the proper evaluation of educational and psychological tests and the correct interpretation and use of test results. It also prepares all those concerned with the teaching-learning process to be sensitive to the social and ethical implications of test use and be familiar with the types of available instruments in order to help them make the soundest educational decisions possible.

SE5002 - Characteristics of Learning Disabled Students (Graduate)

This course is an introduction to non-categorical and mainstream programming and to the advantages and disadvantages of this approach. Emphasis is on legislation and litigation related to mildly handicapped students, on assessment and placement of these students, on the role of the special education teacher, and on meeting the educational and socio-emotional needs of these students.

SE5003 - Characteristics of Emotionally Disabled Students (Graduate)

This course provides an overview of emotionally disabled students and their individual characteristics. Emphasis is placed on serving these students in the regular school setting, common misconceptions, and techniques for identification.

SE5004 - Teaching Methods for the Mentally Disabled (Graduate)

This course focuses on the various strategies and techniques used to educate mentally disabled students. Emphasis is on normalization and on the array of services available from infancy to adulthood. Special attention is to strategies to develop individualized programs for classroom organization and management, behavior change strategies, and enhancing learning through microcomputer technology.

SE5005 - Special Education Law (Graduate)

This course focuses on the various legal issues of special education. Included in this study are investigations of specific case studies and application for special education teachers concerning federal mandates. Student placement, discipline, appropriate educational decisions and privacy issues are explored.

SE5006 - Teaching Strategies for Learning Disabled and Behavioral Disorders (Graduate)

This course introduces students to the various educational programs and teaching strategies that have been used successfully in remediation. Methods of managing and teaching children with learning and emotional disabilities utilizing visual, auditory, kinesthetic, and tactile concepts in skills remediation and behavior plans are explored.

SE5007 - Exceptional Student Management (Graduate)

This Master's level course provides students with a comprehensive view of educational management of exceptional students and with the techniques available to manage classroom behavior, promote social adjustment, and coordinate the classroom-learning environment to foster learning and enhance students' personal growth.

SE5008 - Language Disabilities (Graduate)

This course provides students with a basic understanding of the nature of speech and language, developmental progression in language acquisition, and techniques for evaluating language development and remediation of language and communication disorders within a classroom setting.

SE5009 - Transition Programs for Exceptional Students (Graduate)

This Master's level course introduces students to a variety of educational choices available to exceptional students and their families. These choices include academic skills, personal skills, social skills, employability skills, and daily living skills, which exceptional students need if they are to actualize their potentials and become contributing members of society.

SE7000 - Introduction to the Exceptional Student (Doctoral)

The basic tenets of exceptional students' education are introduced in this course with research and best practices for the student in all disability groups. Students are encouraged to delve into specific disability areas and research best practices and studies for further knowledge of the history, laws, accommodations and placement options for exceptional students. Co-teaching, national standards (CEC and INTASC) as well as IDEA regulations are explored for a broader-based learning experience.

SE7001 - Assessment in Special Education (Doctoral)

This in depth assessment course provides the student with research based information to extend the study of assessment of exceptional students. This doctoral level course provides up to date information about testing, assessment, using technology and ethical considerations. Informal, formal, ability and achievement assessment information are also key components of this course.

SE7002 - Characteristics of Learning Disabled Students (Doctoral)

This course follows an in-depth research approach to RTI (Response to Intervention) with special emphasis on learning disabled students. Students will explore the No Child Left Behind and IDEA regulations and legislation as they pertain to classroom interventions and programming for the high incidence LD category. Identification,

eligibility and teacher best practices are embedded in the course work with research opportunities within the framework of learning disabled students academic success.

SE7003 - Emotionally Disabled Students (Doctoral)

Linking theory to practice this course provides the graduate student the information and research needed to study the emotionally disabled student in depth in educational settings. Research and case studies along with practical and applied information are introduced to integrate theoretical models in research and design to provide characteristics and linking theory to practice.

SE7004 - Developing Curriculum for the Mentally Disabled (Doctoral)

Practical research based information in this doctoral level course is the key to understanding the strategies for the effective practitioner or supervisor of special needs students. Emphasis is placed on practical, everyday knowledge needed for students and their families. Embedded in the course are theoretical and research based applications and communication strategies for parental involvement.

SE7005 - Law in Special Education (Doctoral)

The necessary information is gathered in this course to make today's practitioner an advocate and knowledgeable researcher in the field of special education law. Students are provided a framework for intensive study within the legal world of disabilities, IDEA, No Child Left Behind, placement and referral issues. History of the special education law is also studied with applications for multiple settings and disabilities.

SE7006 - Teaching Strategies in Special Education (Doctoral)

Relevant scholarship and research based information combine to provide the student with information and about teaching strategies, supervision of students with learning disabilities and behavior disorders. The course also ties in the latest information for RTI, IDEA and NCLB. Using practical application and theoretical framework the student can apply needed strategies for promoting success in the classroom.

SE7007 - Managing the Exceptional Student (Doctoral)

A comprehensive course with research applications to behavior management for special needs students. Students will be encouraged to research and explore best practices for behavior plans, FBAs and individual student management programs. In addition, social adjustment, legal issues and teacher performance ethical issues are correlated with research based best practices to further thought and program development within the educational setting.

SE7008 - Language Disabilities (Doctoral)

This Doctoral level course provides students with a basic understanding of the nature of speech and language, developmental progression in language acquisition, and techniques for evaluating language development and remediation of language and communication disorders within a classroom setting.

SE7009 - Transitioning the Exceptional Student (Doctoral)

Including the standards based reforms of recent educational mandates this course encompassed practical applications for the practitioner for transition of disabled students, Course work is designed for elementary middle and high school teachers and adult center work place associates who want to further their study of transition and developing transition plans that are applicable to today's workforce.

Sports Management

SM5000 - Leadership and Administration of Athletic Programs (Graduate)

School athletic administrators 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 school athletic administrator. 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 school athletic director and tackling some of the problems involved in the development and supervision of school athletic programs and events.

SM5002 - Legal Aspects in Athletics (Graduate)

This Master's level course is designed to help sport leaders develop knowledge, skills, and awareness of the law and how they relate 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.

SM5004 - Ethics in Sports (Graduate)

The purpose of this course is to promote critical examination of ethical issues and moral dilemmas that are inherently found within interscholastic sport settings. Students will explore, perform research, and analyze ethics and morality in interscholastic sport settings. A series of written assignments will provide reflective opportunities for students to develop self-awareness and knowledge of how to become character driven, effective leaders. Students will develop an understanding of character based educational athletics and will be challenged to examine personal philosophies, clarify values, and refine moral reasoning skills relative to interscholastic athletics administration.

SM5006 - Sports Governance and Policy Development (Graduate)

This course introduces the concepts related to 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 touch upon sample athletic program philosophies and departmental organizational structure and procedures.

SM5008 - Facility Management and Programming (Graduate)

In this Master's level course, students will explore the principles, responsibilities, and issues involved with the management of athletic facilities and sporting events. Through readings, interactive discussions, and independent activities, students will cover personnel and risk management, merchandising, quality assurance, impact issues affecting the community and the environment, and the factors of success in operating facilities and holding events. Lastly, students will take up the perspective of an athletic director (AD) and investigate the process of developing a new sports facility, as well as the renovation of older facilities.

SM5010 - Marketing in Athletics (Graduate)

A comprehensive understanding of 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.

SM5012 - Issues in Athletic Administration (Graduate)

This course offers a comprehensive understanding of the role of contemporary issues in athletic administration and how these issues affect those who desire to become professionals within interscholastic athletic administration. This course provides a basic overview of sociology and sports, including an analysis of sports' impact on society, society's impact on sports, and the governance of sports programs.

SM5014 - Financial Administration of Sports Facilities and Programs (Graduate)

Athletic administrators must be financially literate in order to successfully obtain funds for their facilities and programs and manage those funds effectively. Although most school athletic programs do not operate to earn a profit, they must still bring in enough money to continue running. A firm grasp of finance enables administrators to do things like plan ahead for potential shortages in funds and use surplus cash for wise investments that will improve the facility or the athletic program. In this course, students will develop an understanding of how to apply basic financial principles and concepts in the operation of interscholastic athletic programs. Students will also analyze and evaluate ideas and strategies to successfully promote and market a school's interscholastic athletic programs. Other topics covered in this course include revenue management, timelines, documentation practices, and suggested strategies for long-range planning.

SM7100 - Development of Human Resource Strategies in Intercollegiate Athletics (Doctoral)

This course is designed to provide students with the latest human resource strategies to successfully address everyday problems that may arise with coaches, staff, and personnel of an intercollegiate athletic department. The

student will develop a working knowledge of complex organizations and how this may affect the employees that he/she supervises.

SM7103 - Intercollegiate Sport Governance (Doctoral)

This course is designed to provide students with a knowledge and understanding of the power 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 student's development of a working knowledge of what organizations do and what their purpose is in the administration of an intercollegiate department.

SM7106 - Legal Aspects of Equity in Intercollegiate Athletics (Doctoral)

Within this course, doctoral students will study the Title IX's structure and requirements applied to intramural, recreation and 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.

SM7109 - Sport Compliance (Doctoral)

Within this course students study rules and regulations that surround 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. Students will look at best practice strategies used by institutions across the country to maintain institutional control in an environment of ever changing policy. Students will also examine the differences and similarities of the 5 different groups (NCAA I, II, III, NAIA, and NJCAA). Students will look at the groups which govern NCAA legislation and examine upcoming legislation proposals.

SM7112 - Advising the Student Athlete (Doctoral)

In this Doctoral level course, students explore the role and function of the academic advisor in the life of the student athlete. The dynamic interrelationships of student-athlete, student athlete-coaches, student athlete-teammates, student athlete-students, student athlete-faculty, and student athlete-family are examined in attempts to view the student athlete holistically. Student will examine existing student athlete retention programs in colleges and universities to understand their components and effectiveness. Recognizing learning differences in students with learning disabilities or disorders will be explored in this course. The goal here will be to find the academic services and counseling programs to help students in need reach their greatest potential.

SCHOOL OF MARRIAGE AND FAMILY SCIENCES

CMP9500MFT - MFT Doctoral Comprehensive Examination (Doctoral)

In their pursuit of a research doctoral degree (PhD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization and methods courses. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

DIS9501MFT – DIS9509MFT - Doctoral Dissertation Research I – IX (12 credits minimum to 27 credits maximum) (Doctoral)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

MFT5101 - Foundations for Graduate Study in MFT (Graduate)

This course prepares students for success in a master's degree program in the field of Marriage and Family Therapy at Northcentral University, by introducing relevant technologies, reviewing professional standards and expectations, and developing essential skills in family therapy. Topics and practice include a review of the history of the field of family therapy, an overview of systems theory and the major models of family therapy, professional ethics, academic integrity, and respect for diversity. Course activities will emphasize personal application. Students will manage and utilize an e-Portfolio to begin a collection of scholarly artifacts and materials for use throughout their graduate program.

MFT5102 - Legal, Ethical and Professional Development in MFT(Graduate)

This course will include content regarding professional identity, including professional socialization, scope of practice, professional organizations, licensure, and certification. The course will focus on ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy. Specifically, students will address the AAMFT Code of Ethics, confidentiality issues, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice. The course will inform students about the interface between therapist responsibility and the professional, social, and political context of treatment.

MFT5103 - Systemic Evaluation and Case Management (Graduate)

This course provides students with foundational training in understanding and using various assessment and evaluation tools and methods with clients with attention to individual, couple, and family level evaluations. This course also trains students in standard case management methods including identifying and aligning clients with appropriate community resources.

MFT5104 - Treatment Planning and Traditional Family Therapy (Graduate)

This course uses a treatment planning focus while training students to have a thorough understanding of traditional models of marriage and family therapy. Course content will be focused on application of these clinical models to common clinical concerns and will address a wide variety of presenting clinical problems. Material and assignments in the course will address family therapy practice and be related conceptually to theory.

MFT5105 - Recovery-Oriented Care and Postmodern Family Therapy (Graduate)

This course trains students to work with clients using a recovery-oriented approach that focuses on client strengths and working collaboratively toward meaningful change and improvement. Using this focus, course content will address social constructionism, narrative, solution-focused, and collaborative models of therapy as well as other postmodern trends. Course material will address a wide variety of presenting clinical problems and will address contemporary conceptual directions of the field of marriage and family therapy.

MFT5106 - Research Methods and Evidence Based Practice (Graduate)

This course investigates existing research and research methods used in marriage and family therapy as well as research ethics training, evaluation of existing research, understanding common research designs, and exploring potential research options of interest to the students. Course content also focuses on the importance of a scientist-practitioner approach to clinical work and the validation and use of evidence based practices in family therapy.

MFT6101 - Lifespan Individual and Family Development (Graduate)

This course will include content on individual and family development across the lifespan. Specific emphasis will be given to developmentally appropriate and atypical transitions related to common concerns in marriage and family therapy.

MFT6102 - Psychopathology, Diagnosis, and Systemic Treatment (Graduate)

Using a relational/systemic perspective, this course will address the traditional psychodiagnostic categories as outlined in the DSM-IV-TR. The focus of the course content will be on the assessment and treatment of major mental health issues through marriage and family therapy.

MFT6103 - Cultural Diversity, Gender and Family Therapy (Graduate)

This course addresses issues related to diversity and power and privilege as they relate to culture, ethnicity, gender, nationality, race, religion, sexual orientation, and spirituality. Economic diversity and the impact of poverty

on individuals and families are emphasized. Each of these types of diversity is examined with respect to the relevance they have to the profession and practice of family therapy.

MFT6104 - Family Therapy with Children (Graduate)

This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for a wide variety of presenting clinical problems relevant to children. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with children and facilitating parental and family involvement will be discussed. Facilitating child involvement in the therapeutic process for families will be addressed as well.

MFT6105 - Couple and Sex Therapy (Graduate)

This course will address several models of couple and sex therapy. Within each model there will be a focus on assessment of couples' dynamics, goal setting, and potential interventions. Specific attention will be given to the development of a personal theory of working with couples based on a foundation of existing models.

MFT6106 - Families in Crisis (Graduate)

This course will address contemporary crisis-related issues in marriage and family therapy to include gender, violence, addictions, and abuse. It will also address the treatment of individuals, couples, and families from a relational/systemic perspective with respect to these issues. The focus will be on the effects of trauma and stress on family life and relationships as well as recovery from a variety of related presenting issues.

MFT6201 - California Law and Professional Ethics

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 will focus 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 will include 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. Activities three, four, five, and six in this course are designed to address the programs third and fourth Student Learning Outcomes (SLO) which states, students will demonstrate an applied knowledge of the AAMFT Code of Ethics (SLO-3); and students will advance their understanding of systemic dynamics within diverse client populations (SLO-4).

MFT6901 - Practicum I (Graduate)

Practicum I is the first of two practicum courses that students may take. Students are responsible for finding their own outside supervised clinical experiences. This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of counseling and assessment skills, theoretical integration, and personal growth. The on-site supervisor will provide regular supervision of the student and assist the student in managing cases. The University mentor will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students shall engage in a minimum of 20 hours of work per week for 15 weeks (300 hours required). Students must spend a minimum of 15 hours per week at their practicum sites. The remaining five hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. Students are required to provide at least 10 hours of direct (face-to-face) services to clients each week. Direct services include intake interviews, counseling and/or assessment services to individuals, groups, and/or families.

MFT6902 - Practicum II (Graduate)

Practicum II is the second of two practicum courses that students may take. Students are responsible for finding their own outside supervised clinical experiences. This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of counseling and assessment skills, theoretical integration, and personal growth. The on-site supervisor will provide regular supervision of the student and assist the student in managing cases. The University mentor will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students shall engage in a minimum of 20 hours of work per week for 15 weeks (300 hours required). Students must spend a minimum of 15 hours per week at their practicum sites. At least 8 of these hours must be spent at either a site different than Practicum I or if at the same practicum site, working with a different population than during Practicum I. The remaining five hours may be used in educational pursuits such as reading relevant material, completing course

assignments and/or attending workshops, seminars or conferences. Students are required to provide at least 10 hours of direct (face-to-face) services to clients each week. Direct services include intake interviews, counseling and/or assessment services to individuals, groups, and/or families. The supervisor must have clinical expertise with the population being served. This may necessitate having two supervisors if two sites or two populations are being utilized for the practicum.

MFT6903 - Practicum III (Graduate)

Practicum III is continuation of MFT6902 (Practicum II) that students may take to fulfill requirements for clinical experience in MFT. Students are responsible for finding their own outside supervised clinical experiences. This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of family therapy and assessment skills, theoretical integration, and personal growth. The on-site supervisor will provide regular supervision of the student and assist the student in managing cases. The University mentor will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students shall engage in a minimum of 20 hours of work per week for 15 weeks (300 hours required). Students must spend a minimum of 15 hours per week at their practicum sites. The remaining five hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. Students are required to provide at least 10 hours of direct (face-to-face) services to clients each week. Direct services include intake interviews, therapy and/or assessment services to individuals, groups, couples, and/or families. The supervisor must have clinical expertise with the population being served. This may necessitate having two supervisors if two sites or two populations are being utilized for the practicum.

MFT6951 - MFT Practicum I (Graduate)

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. The local on-site supervisor will provide regular supervision of the student and assist the student in managing cases. The Northcentral University Mentor will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Additionally, students will participate in individual and group supervision with the Northcentral University faculty member. Students with an LMFT license (or equivalent) are not required to have an on-site supervisor. Students must enroll in two Practicum courses (MFT 5495: Practicum I and MFT 5496: Practicum II). MFT 5495: MFT Practicum lasts 16 weeks and students are required to be clinically active for the duration of that time. It is intended that students will accrue at least 125 client contact hours. To meet this requirement, students should plan to complete a minimum of 8 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., 62.5 hours) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact. These hours will be accrued between supervision with the on-site supervisor as well as the Northcentral University faculty member.

MFT6952 - MFT Practicum II (Graduate)

MFT Practicum II continues from where MFT Practicum I ended. Like the first practicum, this one also lasts 16 weeks and students are required to be clinically active for the duration of that time. It is intended that students will accrue at least 125 client contact hours. To meet this requirement students should plan to complete a minimum of 8 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., 62.5 hours) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact. These hours will be accrued between supervision with the on-site supervisor as well as the Northcentral University faculty member.

MFT6991 - MFT Internship I (Graduate)

Upon completion of Practicum I and II, students are required to enroll in 3 one credit Internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours). The Internship courses can either be registered for consecutively to last over a period of nine months, or concurrently. Students should consult with the MFT Clinical Coordinator upon completing Practicum II to determine the timing of when to enroll in each of the three required Internship courses. Students who have accrued a substantial portion of their hours during the Practicum process are candidates for registering for multiple Internship courses simultaneously in order to finish more quickly. Other students will need three

consecutive enrollments in the Internship courses to allow the full nine months to complete their clinical experience requirements. Beyond completion of hours, the structure of the Internship experience is different from the Practicum courses in that, while students received direct supervision and more extensive involvement with the University mentor during practicum, the Internship experience is more autonomous. During the Internship experience, students are required to continue working with a qualified local supervisor to complete direct supervision of their clinical work for the duration of the Internship. Students must receive the equivalent of 1 hour of supervision for every 5 hours of client contact. This supervision must involve direct observation or videotape observation of the student's sessions. In addition to completion of the required client contact hours and supervision, during the Internship experience (credits 2 and 3) students are also required to prepare for and take the practice exam for the national licensing exam and to prepare and present their own theoretically grounded personal model of therapy to the MFT faculty as a capstone presentation to end the program.

MFT6992 - MFT Internship II (Graduate)

Upon completion of Practicum I and II, students are required to enroll in 3 one credit Internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours). The Internship courses can either be registered for consecutively to last over a period of nine months, or concurrently. Students should consult with the MFT Clinical Coordinator upon completing Practicum II to determine the timing of when to enroll in each of the three required Internship courses. Students who have accrued a substantial portion of their hours during the Practicum process are candidates for registering for multiple Internship courses simultaneously in order to finish more quickly. Other students will need three consecutive enrollments in the Internship courses to allow the full nine months to complete their clinical experience requirements. Beyond completion of hours, the structure of the Internship experience is different from the Practicum courses in that, while students received direct supervision and more extensive involvement with the University mentor during practicum, the Internship experience is more autonomous. During the Internship experience, students are required to continue working with a qualified local supervisor to complete direct supervision of their clinical work for the duration of the Internship. Students must receive the equivalent of 1 hour of supervision for every 5 hours of client contact. This supervision must involve direct observation or videotape observation of the student's sessions. In addition to completion of the required client contact hours and supervision, during the Internship experience (credits 2 and 3) students are also required to prepare for and take the practice exam for the national licensing exam and to prepare and present their own theoretically grounded personal model of therapy to the MFT faculty as a capstone presentation to end the program.

MFT6995 - MFT Internship and Capstone Presentation (Graduate)

Upon completion of Practicum I and II, students are required to enroll in 3 one credit Internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours). The Internship courses can either be registered for consecutively to last over a period of nine months, or concurrently. Students should consult with the MFT Clinical Coordinator upon completing Practicum II to determine the timing of when to enroll in each of the three required Internship courses. Students who have accrued a substantial portion of their hours during the Practicum process are candidates for registering for multiple Internship courses simultaneously in order to finish more quickly. Other students will need three consecutive enrollments in the Internship courses to allow the full nine months to complete their clinical experience requirements. Beyond completion of hours, the structure of the Internship experience is different from the Practicum courses in that, while students received direct supervision and more extensive involvement with the University mentor during practicum, the Internship experience is more autonomous. During the Internship experience, students are required to continue working with a qualified local supervisor to complete direct supervision of their clinical work for the duration of the Internship. Students must receive the equivalent of 1 hour of supervision for every 5 hours of client contact. This supervision must involve direct observation or videotape observation of the student's sessions. In addition to completion of the required client contact hours and supervision, during the Internship experience (credits 2 and 3) students are also required to prepare for and take the practice exam for the national licensing exam and to prepare and present their own theoretically grounded personal model of therapy to the MFT faculty as a capstone presentation to end the program.

MFT7101 - Foundations for Doctoral Study in MFT (Doctoral)

This course prepares students for success in a PhD program in the field of Marriage and Family Therapy at Northcentral University, by introducing relevant technologies, reviewing professional standards and expectations, and developing critical thinking skills. Topics and practice include a review of the history of the field of family therapy, an overview of systems theory and the major models of family therapy, professional ethics, research strategies, academic integrity, and respect for diversity. Course activities will emphasize personal application and compliance with the style and formatting standards of the American Psychological Association. Students will

identify and begin to explore potential research topics for use in their doctoral studies. Students will also manage and utilize an e-Portfolio to begin a collection of scholarly artifacts and materials for use throughout their doctoral program.

MFT7102 - Scholarly Writing in MFT (Doctoral)

In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, such as evaluation reports, proposals, papers, poster presentations, annotated bibliographies, PowerPoint Presentations, scholarly websites, and blogs, and practice those appropriate to their degree and career goals. The student will also develop techniques for following APA form and style and avoiding plagiarism.

MFT7103 - Research Methods in MFT (Doctoral)

This doctoral-level course focuses on the fundamentals of quantitative, qualitative, and mixed methods approaches to research relating to marriage and family therapy. Students gain an understanding of the strengths and limitations of each approach, and how these methods apply to a research topic. The concepts of research ethics, scholarly research writing, and developing a research proposal will also be explored and practiced.

MFT7104 - Statistical Design for MFT Research

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.

MFT7105 - Advanced Assessment in MFT Research and Intervention (Doctoral)

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.

MFT7106 - Quantitative Research Design in MFT (Doctoral)

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.

MFT7107 - Qualitative Research Design in MFT (Doctoral)

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.

MFT7108 - Advanced Data Analysis Strategies in MFT (Doctoral)

This course is an intermediate examination of statistical analyses commonly used in the field of marriage and family therapy (MFT). It prepares doctoral MFT students with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric, and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic), basic ANOVA, and advanced ANOVA techniques.

MFT7109 - Planning Dissertation Research in MFT (Doctoral)

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.

MFT8101 - Advanced Theories in MFT (Doctoral)

This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.

MFT8102 - Dynamics of Family Interaction (Doctoral)

This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.

MFT8103 - Assessing and Treating Family Violence

This graduate level course examines family violence and the most effective way to address the consequences of it, including how to treat families that are affected by it. Theory and research will be explored related to definitions, causes, and characteristics of affected families (financial stress/poverty, social stress and the consequences of family violence). The types and targets of family violence will be explored. These include: spouse/partner, children, adolescents, college-aged adults, adults, and older adults. Violence among those in special populations will be included (e.g., same sex couples, rural families, disabled individuals, cross-cultural families, and military families). Students will learn about the importance of completing a thorough and comprehensive assessment of family violence, including an examination of resilience or family strengths as applied to this topic. Finally, the course will prepare students to intervene with families impacted by violence. Information regarding individual, couple, family, and group interventions will be included in the course. Awareness of cultural and ethical considerations will be included throughout the course.

MFT8104 - Pharmacology for Family Therapists

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.

MFT8115 - Family Systems Approaches to Addiction (Doctoral)

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.

MFT8150 - Family Life Education (Doctoral)

This course is designed to assist students in understanding and preparing for certification as a Family Life Educator (CFLE). Course material covers the development and purpose of the designation and the role and profession of CLFEs. Students will consider the various professional opportunities that are available to CFLEs and prepare and present content that is consistent with the designation.

MFT8201 - Play Therapy Methods (Doctoral)

This course will focus on the history, principles, and theories of play therapy, play therapy orientations, and applications in clinical practice with a specific emphasis on conceptualizing play therapy using a system theory orientation. Methods of play therapy with individual children, adolescents, and families will be addressed.

MFT8202 - Family Therapy with Adolescents (Doctoral)

This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for pertinent presenting clinical problems relevant to adolescents. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with adolescents and facilitating parental and family involvement will be discussed. Intervention strategies for difficult adolescents will be

discussed, many of which have a common focus on working both within the family and with external systems relevant to the life of the adolescent.

MFT8203 - Parenting Strategies (Doctoral)

This course is focused on research and intervention with parents. The course focuses on developing competency in a variety of areas of parenting and child guidance. In particular, course content will address diverse family systems, family literacy, health and nutrition, and fostering physical, emotional, intellectual, and social development from birth through adolescence. Additionally, the course will include discussion of various techniques on how to responsibly discipline children.

MFT8204 - ADHD Assessment and Treatment (Doctoral)

This course will cover a survey of topics related to Attention-Deficit Hyperactivity Disorder, including diagnosis, assessment, etiology, and treatment with purposeful focus on both neurobiological and systemic implications.

MFT8301 - Advanced Couple Therapy (Doctoral)

This course involves an in depth study of systemic approaches to couple therapy. Topics will focus on assessment methods, empirical research on couple therapy, specific models of couple therapy, integration of course content with personal case work, special problems in couple relationships, and the dynamics of gender and diversity in relation to couple therapy.

MFT8302 - Emotionally Focused Couples Therapy (Doctoral)

This doctoral level course will familiarize students with the concepts, theory, and application of emotion-focused couple therapy. Emphasis will be placed on the role attachment and attachment injuries play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma.

MFT8303 - Systemic Sex Therapy (Doctoral)

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.

MFT8304 - Treating Infidelity and Sex Addiction (Doctoral)

This course will examine the individual, family, and societal issues pertaining to infidelity and sex addiction. Specific methods of assessment and treatment will be studied. In addition, attention will be given to the effects of the internet on infidelity and sex addiction.

MFT8401 - Medical Family Therapy (Doctoral)

This course is an advanced survey of professional literature and resources related to the practice of medical family therapy. The course includes an emphasis on the biopsychosocial approach to collaborative family healthcare, and an examination of the context within which such collaboration takes place. The broad overview illustrates the multitude of factors that influence medical family therapy practice.

MFT8402 - Biopsychosocial Connections and Interventions (Doctoral)

This course investigates the interconnection in people's lives between biological experiences, intellectual/psychological processing, emotions, and relationship interactions. The connections between these levels of functioning will be explored in terms of their influence on behavior, neurology, immune system functioning, emotional states, stress response, somatic experience, and relational interactions. Psychoeducation, mindfulness, and other brief intervention approaches will be addressed.

MFT8403 - Families with Severe and Chronic Illness (Doctoral)

This course addresses the challenges faced by individuals and families that accompany severe and chronic illness. It identifies severe and chronic health complaints and diseases, addresses the medical explanation for each, looks at the standard treatment, and discusses the psychological and relational barriers to effective management. Specific interventions are explored with focus on psychoeducation, as well as short-term, systems oriented therapy and treatment of the grief associated with the loss of health.

MFT8404 - Death, Dying, & Bereavement (Doctoral)

The course is set up for the student to begin to explore all aspects in the process of loss and death. Specifically, the course focuses on current and historical attitudes towards death, relevant theory and practice strategies, and

the integration of conceptual knowledge with the human experience. Additionally, theoretical and clinical approaches to loss and grieving will be addressed.

MFT8501 - Dynamics of Military Families (Doctoral)

This doctoral-level course focuses on the characteristics of the military family that distinguish it as a separate cultural entity. Emphasis will be placed on factors that make military life particularly difficult. Individual, family, and societal factors that contribute to and/or mitigate those problems will be explored.

MFT8502 - Family Therapy in the Military (Doctoral)

This doctoral-level course focuses on the assessment, diagnosis, and treatment of common clinical issues facing military service members and their families. Special attention will be paid to the role of combat stress, post traumatic stress disorder (PTSD), and other factors or issues associated with or even potentially resulting from combat.

MFT8601 - Gerontology and Systemic Intervention

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.

MFT8951 - MFT Doctoral Practicum I (Doctoral)

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. The local on-site supervisor will provide regular supervision of the student and assist the student in managing cases. The Northcentral University faculty member will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Additionally, students will participate in individual and group supervision with the Northcentral University faculty member. Students with an LMFT license (or equivalent) are not required to have an on-site supervisor. Students must enroll in two Practicum courses (MFT 5495: Practicum I and MFT 5496: Practicum II). MFT 5495: MFT Practicum lasts 16 weeks and students are required to be clinically active for the duration of that time. It is intended that students will accrue at least 125 client contact hours. To meet this requirement students should plan to complete a minimum of 8 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., 62.5 hours) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact. These hours will be accrued between supervision with the on-site supervisor as well as the Northcentral University faculty member.

MFT8961 - MFT Doctoral Internship I (Doctoral)

Upon completion of the practicum course, doctoral students are required to complete a clinically focused internship for a duration of nine months. This nine month experience is organized into three one-credit courses, each being 12 weeks in duration. The first of these is MFT 8991. For students that have not completed and documented a total of 1,000 direct client contact hours (at least 500 relational) and 200 hours of direct supervision from a qualified MFT supervisor, this internship time is focused on completion of these requirements. For those that have completed the required client contact and supervision hours, the doctoral internship may be a combination of clinical work, clinical research, or clinical teaching. Prior to beginning the internship, students must complete the pre-internship process and receive approval from the MFT Clinical Coordinator to begin the internship process. At that time, the MFT Clinical Coordinator works with students to establish how many hours they have successfully completed toward those that are required for graduation. As part of the internship course students must complete quarterly reports, signed by their internship supervisor(s), regarding the completion of client contact hours, relevant paperwork, and supervision and/or documented research or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during the internship course, students must prepare for and take the practice exam for the national licensing exam. Finally, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8962 - MFT Doctoral Internship II (Doctoral)

Upon completion of the practicum course, doctoral students are required to complete a clinically focused internship for a duration of nine months. This nine month experience is organized into three one-credit courses, each being 12 weeks in duration. The first of these is MFT 8991. For students that have not completed and documented a total of 1,000 direct client contact hours (at least 500 relational) and 200 hours of direct supervision from a qualified MFT supervisor, this internship time is focused on completion of these requirements. For those that have completed the required client contact and supervision hours, the doctoral internship may be a combination of clinical work, clinical research, or clinical teaching. Prior to beginning the internship, students must complete the pre-internship process and receive approval from the MFT Clinical Coordinator to begin the internship process. At that time, the MFT Clinical Coordinator works with students to establish how many hours they have successfully completed toward those that are required for graduation. As part of the internship course students must complete quarterly reports, signed by their internship supervisor(s), regarding the completion of client contact hours, relevant paperwork, and supervision and/or documented research or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during the internship course, students must prepare for and take the practice exam for the national licensing exam. Finally, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8965 - MFT Doctoral Internship and Portfolio (Doctoral)

Upon completion of the practicum course, doctoral students are required to complete a clinically focused internship for a duration of nine months. This nine month experience is organized into three one-credit courses, each being 12 weeks in duration. The first of these is MFT 8991. For students that have not completed and documented a total of 1,000 direct client contact hours (at least 500 relational) and 200 hours of direct supervision from a qualified MFT supervisor, this internship time is focused on completion of these requirements. For those that have completed the required client contact and supervision hours, the doctoral internship may be a combination of clinical work, clinical research, or clinical teaching. Prior to beginning the internship, students must complete the pre-internship process and receive approval from the MFT Clinical Coordinator to begin the internship process. At that time, the MFT Clinical Coordinator works with students to establish how many hours they have successfully completed toward those that are required for graduation. As part of the internship course students must complete quarterly reports, signed by their internship supervisor(s), regarding the completion of client contact hours, relevant paperwork, and supervision and/or documented research or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during the internship course, students must prepare for and take the practice exam for the national licensing exam. Finally, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8970 - MFT Supervision (Doctoral)

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 mentor. 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.

SCHOOL OF PSYCHOLOGY

Course Length and Course Codes

As of June 15th, 2011, all new students enrolling in the Master of Arts in Psychology program are automatically enrolled in courses that are eight weeks in length. Students continuing in the MAPsy program as of June 15th, 2011 are automatically enrolled in twelve-week courses but may opt for eight-week courses. While eight-week courses are indicated by a "-8" (dash eight) at the end of the course code, course descriptions are the same.

Descriptions are listed in the Course Description section of the Catalog by the base course code number only.

Doctoral Process Courses-Psychology

CMP9500P - Doctoral Comprehensive Examination- Psychology (Doctoral)

In their pursuit of any doctoral degree (PhD, DBA, or EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any Dissertation Research course. The exam is twelve weeks.

DIS9301P - Doctoral Dissertation Research I (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9302P - Doctoral Dissertation Research II (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9303P - Doctoral Dissertation Research III (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9304P - Doctoral Dissertation Research IV (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final

dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9305P - Doctoral Dissertation Research V (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9306P - Doctoral Dissertation Research VI (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9307P - Doctoral Dissertation Research VII (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9501P - DIS9509P - Doctoral Dissertation 1 - IX (12 credits minimum to 27 credits maximum) (Doctoral)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

Graduate Writing

RC5000 - Introduction to Academic Writing (Graduate)

The purpose of this course is to introduce international graduate students to the Northcentral University Academic Writing Process through a series of discussions and assignments that lead graduate students through invention and prewriting, drafting, and revising. This course culminates in a portfolio presentation that charts the graduate

student's Academic Writing Process and identifies areas in need of further growth and attention. This course emphasizes the practice and development of English idiomatic phrasing.

RC5001 - Graduate Writing Review (Graduate)

The purpose of this graduate-level course is to introduce Graduate students to the Northcentral University Research and Writing Process. This course contains a series of discussions and assignments that lead students through all aspects of research and evaluation, prewriting, drafting, and revising. This course focuses on academic discourse and style. This course culminates in a portfolio presentation of the student's Academic Research and Writing Processes.

Industrial/Organizational Psychology

(Interdisciplinary)

IOP8400 - Industrial/Organizational Psychology (Doctoral)

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.

IOP8404 - Consulting in Business, Education, and Health (Doctoral)

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.

Psychology

PSY2000 – Introduction to Psychology

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.

PSY3002 - Abnormal Psychology (Undergraduate)

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.

PSY3003 - Human Development (Undergraduate)

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.

PSY3004 - Basic Research Methods in Psychology (Undergraduate)

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.

PSY3006 - Social Psychology (Undergraduate)

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.

PSY3007 - Ethical and Professional Issues (Undergraduate)

This is an introductory course in ethics; designed both to provide a general overview in regard to psychology and related fields and to prepare undergraduate students for more advanced coursework in the areas of ethics and law in the helping professions.

PSY3009 - Multicultural Psychology (Undergraduate)

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; looks at the influence of culture on personal development, perception, cognition, gender, health, emotions, communication, and personality; and explores cultural awareness and self-identity.

PSY3011 - Introduction to Statistics in Psychology (Undergraduate)

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.

PSY3012 – Evolutionary Psychology (Undergraduate)

This course provides an introduction to the emerging field of evolutionary psychology. Evolutionary psychology applies the study of psychology to the central role of evolution in the ways in which human behavior is shaped. Evolutionary psychology does not refer to a specific set of research topics or content area, but rather to a new approach of thinking about human nature and how it interacts with environments to produce patterns of cognition, emotion, and behavior. Although interest in this approach to psychological theory and investigation is growing, it remains highly controversial.

PSY4200 – Overview of Substance Abuse and Addiction

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.

PSY4201 – Forensic Psychology

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.

PSY4202 – Community Psychology: Prevention and Change

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.

PSY4203 – Industrial/Organizational Psychology

This course explores 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.

PSY4204 – Adult Aging

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.

PSY4205 – Principles of Mental Health

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.

PSY4206 – Critical Thinking and Personal Development

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.

PSY4207 – Psychology of Learning

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.

PSY4208 – Human Sexual Behavior

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.

PSY4209 – Psychology and Health

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.

PSY4210 – Research Project

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.

PSY4500 – Capstone in Psychology

Pre-requisite: 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.

PSY5101 - Foundations for Graduate Study in Psychology (Graduate)

This course is an orientation to Northcentral University and to the essential skills needed to pursue an MA degree in Psychology. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

PSY5102 - History and Systems of Psychology (Graduate)

This course presents a history of psychology beginning with the early Greeks. It shows how philosophy combined with developments in natural science and experimental physiology to form the major schools of psychology today.

PSY5103 - Professional Ethics, Law, and Psychology (Graduate)

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, and Professional Ethics Codes. This course is a requirement for all graduate students in psychology. It is required for graduate students in the General, Gender Diversity, Industrial/Organizational, and Health Psychology specialties. The main text book discusses some of the concepts from a primarily clinical perspective. Nevertheless, each issue and concept applies to work in each of the four specialties. Students are encouraged to consider the issues from the perspective of their own specialty and interest, and to do their assignments from their perspective of interest.

PSY5104 - Theories of Human Development and Functioning (Graduate)

This is a study of the psychological development of the individual from conception through late adulthood, examining the processes of change and the influences affecting the developing person including motor, language, social and intellectual skills across the lifespan.

PSY5105 - Social Psychology (Graduate)

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.

PSY5106 - Biopsychology (Graduate)

Biopsychology is the study of nervous system processes that result in behavioral, cognitive, or emotional phenomena. The course provides an in-depth overview of many of these processes on the molecular, cellular, and systemic levels, and how these are related to human behaviors, psychological functions, and disease states. Neuroanatomy, neurochemistry, pharmacology, and neuroscience are also areas covered in the study of biopsychology.

PSY5107 - Research Design (Graduate)

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.

PSY6100 - Theories of Personality (Graduate)

The course is based on a framework of six important domains of knowledge about personality functioning with connections to theoretical approaches. These six domains are the dispositional domain (traits, trait taxonomies, and personality dispositions over time), the biological domain (physiology, genetics, evolution), the intrapsychic domain (psychodynamics, motives), the cognitive/experiential domain (cognition, emotion, and the self), the social and cultural domain (social interaction, gender, and culture), and the adjustment domain (stress, coping, health, and personality disorders). The course is based on the notion that these domains of knowledge represent the organizing structure of contemporary personality psychology.

PSY6102 - Multicultural Psychology (Graduate)

This course is designed to increase awareness of multicultural issues in psychology. Topics to be covered include the impact of cultural beliefs, norms, and values on behavior and mental health, cultural biases that impede clinical understanding, and culture based attitudes of clients and practitioners related to mental health services.

PSY6103 - Human Communication: Interviewing Skills (Graduate)

This course assists students in developing an understanding of the process of communication and the skills related to affecting the change process. It includes theory, practice and application. An emphasis is placed on the counseling interview and the developing personhood of the client and the counselor.

PSY6104 - Positive Psychology (Graduate)

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.

PSY6105 - Capstone Course: Psychology (Graduate)

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.

PSY6107 - Adult Psychopathology (Graduate)

This course offers a basic understanding of fundamental issues in the contemporary study of adult psychopathology. This course conforms to the goals of the School of Psychology at the Master's degree level, which are: 1. Provide the knowledge and skills for professional growth. 2. Encourage personal growth, self-improvement, intellectual accomplishment, and global awareness. 3. Enable individuals to integrate formal academic learning with individual and community problems so that meaningful personalized learning takes place. 4. Prepare and encourage individuals to continue their education in psychology at the doctoral level. This course and these goals also contribute to the fulfillment of Northcentral University's Mission and Vision.

PSY6108 - Brief Therapy (Graduate)

In the field of mental health today, there is a rising demand for the utilization of effective short-term therapy. This course offers an overview of brief therapy roots and demonstrates techniques common to all brief therapy models.

PSY6109 - Career and Lifestyle Development (Graduate)

This course focuses on the theory and skills needed to provide basic career and lifestyle counseling. The developmental 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. Students will have an opportunity to apply these concepts to their own career plans, study personal biases and vocational history, and utilize an assessment instrument.

PSY6110 - Clinical Survey of Substance Abuse and Dependence (Graduate)

Focus on the dynamics of substance abuse and dependence including drugs, alcohol, and marijuana. The impact of substance abuse and dependence on individuals, families, and society is studied. The physiological and psychological processes of dependence will be explored.

PSY6111 - Death and Dying (Graduate)

The course, Death & Dying, is set up for the student to begin to explore all aspects in the process of loss and death. Attitudes towards death, historical and current, incorporated into theory and practice, integrate conceptual knowledge with the human experience. The student will explore his or her community to identify and research referrals for future clients who have terminal illnesses or have experienced a death in their family.

PSY6112 - Evolutionary Psychology (Graduate)

This course provides an introduction to emerging approaches in the social sciences that are linked but not limited to the fields of psychology, sociology, and anthropology. Evolutionary psychology does not refer to a specific set of research topics or content area, but rather to a new approach of thinking about human nature and how it interacts with environments to produce patterns of cognition, emotion, and behavior. Although emerging interest of this approach to psychological theory and investigation is growing, it remains highly controversial.

PSY6113 - Group Psychology (Graduate)

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.

PSY6114 - Psychological Tests and Measurements (Graduate)

This 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.

PSY6115 - Psychology of Learning (Graduate)

The aim of this course is to survey and interpret human learning using major theoretical perspectives. The course includes experiential knowledge in human learning and applications to teaching and counseling.

PSY6116 - Psychology of Prejudice & Discrimination (Graduate)

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.

PSY6117 - Psychology of Trauma (Graduate)

Psychological trauma can take many forms and be caused by single events or chronic conditions. Topics include the etiology and consequences of traumatic experience, relevant clinical diagnoses (such as Posttraumatic Stress Disorder and Acute Stress Disorder), psychotherapeutic intervention with traumatized populations, and legal and ethical controversies surrounding traumatic memory.

PSY6119 - Psychology of Women (Graduate)

This course explores the theories, research findings, and applications related to the psychology of women over time. Students will evaluate the critical contemporary social issues that impact women and girls, theoretical perspectives on gender, and practices in feminist therapy. They will be expected to synthesize and apply key concepts about the psychology of women and propose solutions to problems faced by women and girls and their relationships to men and boys.

PSY6120 - Temperament and Emotions (Graduate)

This course presents a comprehensive overview of the various perspectives on emotions, the elements of emotions, emotions and social life, and emotions and the individual. It examines the different approaches to the study of emotions, including biological, neurological, social, and cultural. The course explores the scientific research on emotions and its place in understanding psychology.

PSY6121 - Theories of Psychotherapy and Counseling (Graduate)

This course is designed as a survey of the major psychological theories of personality and psychotherapy in current use, the major figures in each, and the application of each theory.

PSY6201 - Psychology of Sex: Function and Dysfunction (Graduate)

This is a 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.

PSY6202 - Psychology of Gender (Graduate)

This course explores the way in which gender is understood from various perspectives including sociocultural, political, psychodynamic and biological perspectives. Issues of transgender and intersex variations will only be minimally discussed, as these topics are the focus of PSY6203 (for which this course is prerequisite). Central to this course will be an opportunity to rethink and reintegrate ideas about gender differences by studying material across several cultures.

PSY6203 - Psychological Aspects of Gender Variance (Graduate)

This course offers a comprehensive biological, social and psychological focus on psychotherapy and counseling with individuals who identify as gender variant and their families. Assessment and treatment are presented through a nonpathologising lens that allows for ethical and competent treatment of the myriad of individuals who identify as members of the transgender community.

PSY6204 - Psychology of the Gay, Lesbian and Bisexual Population (Graduate)

This course is a comprehensive focus on psychotherapy and counseling with individuals who identify as lesbian, gay, or bisexual.

PSY6205 - Capstone Course: Gender Diversity Studies (Graduate)

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.

PSY6301 - Health Psychology (Graduate)

This course examines how biological, psychological, and social factors interact with and affect: 1. The efforts people make in promoting good health and preventing illness. 2. The treatment of people by medical professionals and responses to treatment. 3. Coping with stress and pain. 4. The recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. 5. Personality factors in health. 6. Role of stress on immunity.

PSY6302 - Behavioral Nutrition (Graduate)

This course introduces the student to research-based principles which define the connections between nutrition and human behavior. Functions and benefits of each of the primary components of human nutrition are explored, including differentiating factors such as source, bioavailability, and mass processing considerations. Principles of lifestyle, nutrition, and health are applied to the student's personal program as well as for the development of more effective nutrition-oriented treatment programs within the interdisciplinary healthcare community.

PSY6303 - Stress and Coping (Graduate)

This course surveys psychological theory, research, and clinical application regarding the effects that stress has on health and well being. Integrations of the major systems of the body are emphasized as they relate to the psychological and physiological stress response. Dispositional and contextual factors associated with coping are examined.

PSY6304 - Coaching for Health and Wellness (Graduate)

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.

PSY6305 - Capstone Course: Health Psychology (Graduate)

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 MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Health Psychology.

PSY6401 - Industrial/Organizational Psychology (Graduate)

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.

PSY6402 - Applied Statistics (Graduate)

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.

PSY6403 - Tests and Measurements in Industrial/Organizational Psychology (Graduate)

This course introduces the student to the construction, administration, and interpretation of tests used to assess personality, aptitude, and cognition in the workplace. Current research and appropriate application regarding these tests will also be addressed.

PSY6414 - Small Group Theory and Team Processes (Graduate)

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.

PSY6415 - Capstone Course: Industrial/Organizational Psychology (Graduate)

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.

PSY6901 - Practicum I (Graduate)

Practicum I is the first of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University mentor will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. The student is required to fully describe these activities in their Learning Contract. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY6902 - Practicum II (Graduate)

Practicum II is the second of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University mentor will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY7011 - History and Systems of Psychology (Doctoral)

This doctoral-level course presents a history of psychology beginning with the early Greeks. It shows how philosophy combined with developments in natural science and experimental physiology to form the major schools of psychology today.

PSY7012 - Professional Ethics, Law, and Psychology (Doctoral)

This doctoral-level 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, and Professional Ethics Codes. This course is a requirement for all graduate students in psychology. It is required for graduate students in the General, Gender Diversity, Industrial/Organizational, and Health Psychology specialties. The main text book discusses some of the concepts from a primarily clinical perspective. Nevertheless, each issue and concept applies to work in each of the three specialties. Students are encouraged to consider the issues from the perspective of their own specialty and interest, and to do their assignments from their perspective of interest.

PSY7013 - Human Development and Functioning (Doctoral)

This is a Doctoral-level study of the psychological development of the individual from conception through late adulthood, examining the processes of change and the influences affecting the developing person including motor, language, social and intellectual skills across the lifespan.

PSY7014 - Social Psychology (Doctoral)

This doctoral level 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.

PSY7015 - Biopsychology (Doctoral)

Biopsychology is the study of nervous system processes that result in behavioral, cognitive, or emotional phenomena. The course provides an in-depth overview of many of these processes on the molecular, cellular, and systemic levels, and how these are related to human behaviors, psychological functions, and disease states. Neuroanatomy, neurochemistry, pharmacology, and neuroscience are also areas covered in the study of Biopsychology.

PSY7101 - Foundations for Doctoral Study in Psychology (Doctoral)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a PhD degree in Psychology. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional

communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

PSY7102 - Scholarly Writing and Professional Communication in Psychology (Doctoral)

In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, such as evaluation reports, proposals, papers, poster presentations, annotated bibliographies, PowerPoint Presentations, scholarly Web sites, and blogs, and practice those appropriate to their degree and career goals. The student will also develop techniques for following APA form and style and avoiding plagiarism.

PSY7103 - Research Methods (Doctoral)

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 research ethics, scholarly research writing, and developing a research proposal will also be explored and practiced.

PSY7104 - Statistics I (Doctoral)

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.

PSY7105 - Tests and Measurements (Doctoral)

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.

PSY7106 - Quantitative Research Design (Doctoral)

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies; and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

PSY7107 - Statistics II (Doctoral)

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.

PSY7108 - Qualitative Research Design (Doctoral)

Examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

PSY7109 - Planning Dissertation Research in Psychology (Doctoral)

Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation process and aids to successfully completing a dissertation, including self-care and time management.

PSY7115 - Tests and Measurements in Industrial/Organizational Psychology (Doctoral)

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.

PSY8100 - Theories of Personality (Doctoral)

The course is based on a framework of six important domains of knowledge about personality functioning with connections to theoretical approaches. These six domains are the dispositional domain (traits, trait taxonomies,

and personality dispositions over time), the biological domain (physiology, genetics, evolution), the intrapsychic domain (psychodynamics, motives), the cognitive/experiential domain (cognition, emotion, and the self), the social and cultural domain (social interaction, gender, and culture), and the adjustment domain (stress, coping, health, and personality disorders). The course is based on the notion that these domains of knowledge represent the organizing structure of contemporary personality psychology.

PSY8101 - Multicultural Psychology (Doctoral)

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.

PSY8103 - Cognition, Emotion and Motivation (Doctoral)

This doctoral-level course is designed as a comprehensive overview of the theory of human cognition and cognitive psychology. Issues to be presented and researched will include, but are not limited to, attention, imagery and memory, consciousness, schemata, cognitive maps, decision making and problem solving.

PSY8104 - Positive Psychology (Doctoral)

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.

PSY8105 - Community Psychology (Doctoral)

Theories, research findings, and applications of community psychology. Relationships between environmental conditions and the development of the health and well-being of all members of a community.

PSY8106 - Human Communication- Interviewing Skills (Doctoral)

This doctoral-level course assists students in developing an understanding of the process of communication and the skills related to affecting the change process. It includes theory, practice and application. An emphasis is placed on the counseling interview and the developing personhood of the client and the counselor.

PSY8107 - Biopsychology of Sleep (Doctoral)

This doctoral-level course will introduce the student to the clinical practice and research findings associated with behavioral sleep medicine, sleep disorders, physiological mechanisms of sleep, and both medical and behavioral interventions for sleep problems. The course will also prepare students to 1) monitor their own sleep patterns, and 2) design their own systematic program for treating behavioral sleep disorders using empirically validated methods. The course will draw from two texts: one provided for the lay public and one for physicians. This blend is designed to create a challenging, yet reasonable learning environment for students.

PSY8109 - Foundations of Play Therapy (Doctoral)

History, principles, and theories of play therapy; play therapy orientations; applications in clinical practice.

PSY8110 - Psychology of Violence (Doctoral)

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.

PSY8111 - Clinical Survey of Substance Abuse and Dependence (Doctoral)

Focus on the dynamics of substance abuse and dependence including drugs, alcohol, and marijuana. The impact of substance abuse and dependence on individuals, families, and society is studied. The physiological and psychological processes of dependence will be explored.

PSY8112 - Addiction Assessment and Treatment Planning (Doctoral)

This course provides an overview of addiction assessment and treatment planning. Course materials address addiction assessment testing, biopsychosocial interviewing, DSM-IV diagnosis, and treatment planning based upon the ASAM Patient Placement Criteria.

PSY8113 - Addiction and Compulsive Behaviors (Doctoral)

This doctoral-level course is designed as a comprehensive overview of research in addictions and compulsive behaviors. Both the ingestive addictions (i.e. chemicals, food) and the process addictions (i.e. gambling, sex) will be explored through a thorough integration of the DSM IV Substance Related Disorders, other Axis I clinical syndromes and the Axis II Personality Disorders.

PSY8114 - Co-Occurring Disorders (Doctoral)

This doctoral-level course is designed as a comprehensive overview of co-occurring disorders (sometimes termed dual diagnosis) in current research and in the DSM-IV Mental Disorders and Substance Related Disorders. Primary and secondary differential analysis, assessment, intervention and treatment will be addressed. Legal, ethical and cultural considerations are an integrative component.

PSY8115 - Family Systems Approaches to Addiction (Doctoral)

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.

PSY8116 - Group Therapy (Doctoral)

The course examines the key concepts of group process and the application of these concepts in a variety of groups from formation of a group through termination of a group, as well as the ethical and professional aspects of group leadership and participation.

PSY8117 - Life Coaching (Doctoral)

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.

PSY8119 - Adult Psychopathology (Doctoral)

This doctoral-level course offers a basic understanding of fundamental issues in the contemporary study of adult psychopathology. This course conforms to the goals of the School of Psychology at the doctoral degree level, which are: 1. Provide the knowledge and skills for professional growth. 2. Encourage personal growth, self-improvement, intellectual accomplishment, and global awareness. 3. Enable individuals to integrate formal academic learning with individual and community problems so that meaningful personalized learning takes place. This course and these goals also contribute to the fulfillment of Northcentral University's Mission and Vision.

PSY8120 - Child and Adolescent Psychology (Doctoral)

Through reading, research and interaction with fellow students and faculty, this course provides opportunities to experience concepts and theories of healthy cognitive, emotional, and social experiences that can be carried into adulthood. Prevention, effects and recovery from unhealthy experiences will be addressed.

PSY8121 - Psychology of Aging (Doctoral)

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.

PSY8122 - Career and Lifestyle Development (Doctoral)

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. Students will have an opportunity to apply these concepts to their own career plans, study personal biases and vocational history, and utilize an assessment instrument.

PSY8123 - Theories of Psychotherapy and Counseling (Doctoral)

This doctoral-level course is designed as a survey of the major psychological theories of personality and psychotherapy in current use, the major figures in each, and the application of each theory.

PSY8124 - Research Project in Psychology (Doctoral)

This doctoral-level course requires the student to create a research project in coordination with the student's faculty advisor and course 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 Psychology. Individual topic areas are to be submitted to and approved by the faculty member. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY8125 - Psychology of Perception (Doctoral)

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.

PSY8126 - Evolutionary Psychology (Doctoral)

This doctoral-level course provides an introduction to emerging approaches in the social sciences that are linked but not limited to the fields of psychology, sociology, and anthropology. Evolutionary psychology does not refer to a specific set of research topics or content area, but rather to a new approach of thinking about human nature and how it interacts with environments to produce patterns of cognition, emotion, and behavior. Although emerging interest of this approach to psychological theory and investigation is growing, it remains highly controversial.

PSY8127 - Group Psychology (Doctoral)

This doctoral-level 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.

PSY8128 - Stress and Coping (Doctoral)

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.

PSY8129 - Organizational Training and Development (Doctoral)

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.

PSY8200 - Sexual Issues (Doctoral)

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.

PSY8201 - Dynamics of Family Interaction (Doctoral)

This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.

PSY8202 - Psychology of Women (Doctoral)

This is a doctoral-level course. Theories, research findings, and applications related to the psychology of women. Evaluation of critical contemporary social issues that impact women and girls.

PSY8203 - Psychology of Gender (Doctoral)

This doctoral-level course explores the way in which gender is understood from various perspectives including sociocultural, political, psychodynamic and biological perspectives. Issues of transgender and intersex variations will only be minimally discussed, as these topics are the focus of PSY8062 (for which this course is prerequisite). Central to this course will be an opportunity to rethink and reintegrate ideas about gender differences by studying material across several cultures.

PSY8204 - Psychological Aspects of Gender Variance (Doctoral)

This is a doctoral-level course with a comprehensive focus on ethical, appropriate psychotherapy and counseling across the lifespan with individuals that identify as gender variant. The course addresses clinical competencies, theoretical approaches to understanding gender variance, and treatment modalities with both children and adults. The course assumes a basic working knowledge of the current thinking on transgender issues.

PSY8205 - Psychology and the Gay, Lesbian and Bisexual Population (Doctoral)

This is a doctoral-level course with a specific focus on advanced issues in psychotherapy and counseling with individuals who identify as Gay, Lesbian, or Bisexual (GLB). Clinical models, family function and dynamics, ethical principles, and counseling techniques will be explored.

PSY8300 - Health Psychology (Doctoral)

This doctoral-level course examines how biological, psychological, and social factors interact with and affect: 1. The efforts people make in promoting good health and preventing illness. 2. The treatment of people by medical professionals and responses to treatment. 3. Coping with stress and pain. 4. The recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. 5. Personality factors in health. 6. Role of stress on immunity.

PSY8301 - Psychosocial Factors in Health (Doctoral)

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, psychology, and social factors on physical health. Further, it will explore how diversity issues, such as gender, age, and ethnocultural background influence health-related behaviors.

PSY8302 - Behavioral Nutrition (Doctoral)

The interaction of behavior and nutrition is an increasingly important one as nutrition and eating patterns impact the brain and behavior. In this course students will analyze reliable sources of information and statistics in the field of behavioral nutrition, apply ethics and a sensitivity to diversity in developing public health nutrition programs, and utilize text and graphics in communicating information in this field.

PSY8303 - Eating Disorders and Obesity (Doctoral)

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.

PSY8304 - Complementary and Alternative Medicine (Doctoral)

This course takes an evaluative look at complementary and alternative methods (CAM) aimed at promoting health and wellness. Evidence based practice in the application of complementary and alternative methods to health will be explored, as will the increasing use of CAMs in traditional medicine, and their comparative importance among diverse groups.

PSY8305 - Consultation and Interventions in Health Care Settings (Doctoral)

This course prepares the student to plan, implement, and evaluate evidence based interventions in health care settings. Services based on patient, staff and institutional needs will be examined.

PSY8401 - Leadership and Management (Doctoral)

This course focuses on the research and application of key theories of management and leadership. Distinctions between the practice of management and the construct of leadership will be discussed.

PSY8402 - Work Motivation and Attitudes (Doctoral)

This course focuses on contemporary theories and research surrounding job attitudes and motivation in the workplace. Strategies for increasing motivation and improving job attitudes are addressed.

PSY8403 - Organizational Development (Doctoral)

This course provides an overview of theory, research and practice related to the implementation and management of change in organizations. The role of culture, climate and leadership in planned organizational change is explored.

PSY8404 - Consulting in Business, Education, and Health

Consulting in schools, businesses, and mental health settings requires an array of personal skills, knowledge and information, and techniques. In this course you will learn how to develop personal skills and understanding of consulting to give you a basis to develop a successful consulting program.

PSY8406 - Multivariate Statistical Analysis (Doctoral)

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.

PSY8500 – Mental Health Service Policy

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.

PSY8501 – Mental Health Administration and Management

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.

PSY8502 – Comparative Analysis of Psychotherapies

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.

PSY8503 – Evidence-Based Treatments

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.

PSY8504 – Psychology and Finance

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.

PSY8505 – Mental Health and the Courts

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.

PSY8510 - Therapeutic Alliance

This course presents an overview of the importance of the therapeutic alliance in the helping relationship. The student will examine the historical, empirical, and theoretical basis of contemporary therapeutic relationship models. Examining core qualities that enhance the therapeutic relationship and working alliance as opposed to specific treatment techniques represents an alternative area of focus in establishing evidence-based care. Professional service and research issues will be explored.

PSY8900 - Practicum I (Doctoral)

Practicum I is the first of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University mentor will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. The student is required to fully describe these activities in their Learning Contract. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY8901 - Practicum II (Doctoral)

Practicum II is the second of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University mentor will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY8905 - Pre-Doctoral Internship (Doctoral)

Students who wish to acquire state licensure are likely to need to complete a pre-doctoral internship (please see current catalog for more information regarding internships). This is typically a 2000 hour internship placement that consists of intensive training in interdisciplinary settings in areas of clinical work such as child and family assessment, individual child and adolescent therapy, play therapy, parent counseling, parent groups, family therapy, child and adolescent group therapy, crisis intervention, and consultation. Supervision is an important component of any internship. Interns generally should receive from four to six hours of individual supervision weekly from three to five different supervisors. Supervision can be interdisciplinary with at least one clinical psychologist as a supervisor in each placement. This course carries 1 credit hour. Students can enroll as many times as needed to meet their state's requirements. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. Prospective interns must have completed both of the Psychology practicum courses (or their equivalent) prior to applying for internship. The Practicum courses are PSY8900 and PSY78901.

FACULTY

ACADEMIC ADMINISTRATION

Name	Qualifications
Burris, Scott – Provost and Chief Academic Officer	PhD – Psychology Northcentral University MA – Applied Psychology Golden Gate University BA - History of Art and Architecture University of California, Santa Barbara
Frederick, Heather – Vice Provost	PhD – Social/Developmental Psychology Brandeis University MA – General Psychology Brandeis University BA – Psychology San Diego State University

CENTER FOR FACULTY EXCELLENCE

Name	Qualifications
Grant, Barry - Associate Dean	PhD - Counseling Psychology Northwestern University MS - Counseling Psychology George Williams College BA - Philosophy Northwestern University
Adams, Rebecca	PhD - Applied Linguistics Georgetown University
Johnson, Tracey	EdD - Curriculum and Instruction West Virginia University
Lovern, Jeannette	PhD - Education Masters - Curriculum & Instruction
Moore, Noreen	PhD - Literacy Education Masters - Literacy Education

Shapira, Bettina
 PhD - Professional Counseling
 Capella University
 MS - Mental Health Counseling
 Capella University
 MA -Northern Arizona University
 BA - Art History/Education
 Christian Albrechts University, Kiel Germany

GRADUATE SCHOOL – DEAN AND DISSERTATION COMMITTEE CHAIRS

Name	Qualifications
Bradley, Gregory - Dean	PhD - Business Administration Northcentral University MBA - University of Southern Mississippi
Anderson, Shannon	PhD - Human Development (Emphasis: Marriage & Family Therapy) Virginia Polytechnic Institute & State Univ MA - Family Sciences (Emphasis: Family Life Education) Brigham Young University BS - Psychology Brigham Young University
Barton, Craig	PhD - Instructional Technology Wayne State University MS - General Administration Central Michigan University BS - Mechanical Engineering Wayne State University
Benuto, Lorraine	PhD - Psychology University of Nevada, Las Vegas MA - Psychology University of Nevada, Las Vegas BA - Psychology Dominican University of California
Blackwell, Mary	PhD - Experimental Psychology DePaul University MA - Experimental Psychology DePaul University BA - Psychology DePaul University
Blyler, Diane	PhD - Human Development and Family Studies Iowa State University MS - Mental Health Counseling MFA in Writing
Clowes, Meena	PhD - Public Administration Florida Atlantic University MS - Technology Management Mercer University BS - Electrical Engineering Cornell University BA - Economics Cornell University

Converso, Judy	PhD - Instructional Systems Florida State University MES - Education Specialist - Leadership Stetson University BA - Nazareth College
Dickson, Ryan	PhD - Psychology University of New Hampshire MS - Psychology Western Washington University BA - Psychology University of North Carolina, Wilmington
Duffy, Jennifer	PhD - Higher Education Boston College MA - Higher Education Boston College BA - Political Science Amherst College
Halkias, Daphne	PhD - Psychology Alliant International University MA - Psychology Alliant International University BA - Psychology Alliant International University
Hickman, Gregory	PhD - Human Development & Family Science Ohio State University MS - Family Relations & Human Development Ohio State University BA - Psychology Ohio State University
Klenke, Karin	PhD - Industrial/Organizational Psychology Old Dominion University MS - Psychology Old Dominion University BS - Psychology Old Dominion University
Lowrance, Sherry	PhD - Government University of Texas MA - Arab Studies Georgetown University
MacCionnaith, Eric	PhD - Theater Arts University of Oregon MS - University of Tennessee BS - University of Tennessee
McNamara, Patrick	PhD - Behavioral Neurosciences Boston University BA - Psychology Boston University

Millstone, Michael	PhD - Organization and Management Capella University MA - Business Webster University BS - Liberal Studies The University of the State of New York
Nguyen, Trent	PhD - Social Work University of Texas BS - Psychology University of Texas
O'Byrne, Kristin	PhD - Counseling Psychology University of Missouri MA - Counseling & Guidance University of Missouri BA - Psychology University of Missouri
Plybon, Laura	PhD - Psychology - General Virginia Commonwealth University MS - Psychology - General Virginia Commonwealth University MA - Sarah Lawrence College BA - Sarah Lawrence College
Schnarrs, Phillip	PhD - Health Behavior Indiana University of Pennsylvania MA - Sociology Indiana University of Pennsylvania BS - General Studies Indiana University of Pennsylvania
Sharf, Ruth	PhD - Psychology - Neuropsychology City University of New York BA - Psychology Florida Atlantic University
Shriner, Michael	PhD - Family Relations Florida State University MS - Clinical/Counseling Psychology Francis Marion University BA - Psychology Pennsylvania State University
Throne, Robin	EdD - Education Research & Evaluation Union Institute & University MA - English Minnesota State University, Mankato
Wallio, Stephanie	PhD - Psychology University of Kansas MA - Psychology University of Kansas
Wincelowicz, Vincent	DPA - Public Administration University of Southern California MA - Criminal Justice John Jay College of Criminal Justice BA - History The City University of New York

Zaikina-Montgomery, Helen	PhD - Psychology University of Nevada
Zengaro, Franco	PhD - Educational Psychology University of Alabama MSE - Kinesiology Harding University MBA - Educational Management Leicester University BA - Physical Education & Psychology Harding University

GRADUATE SCHOOL – FACULTY

Name	Qualifications
Fulginiti, John	PhD - Educational Psychology University of Arizona
Hussey, Heather	PhD - Psychology University of New Hampshire MST - College Teaching University of New Hampshire MA - Psychology University of New Hampshire BA - Psychology University of New Hampshire BA - Criminal Justice Studies University of New Hampshire
Lavish, Lea	PhD - Counseling Psychology University of Missouri MA - Counseling Psychology University of Missouri BA - Psychology University of Missouri
Lehan, Tara	PhD - Florida State University
Loubier, Cynthia	PhD - Organizational Psychology Alliant International University MA - Management Consulting & Organizational Development California School of Professional Psychology BS - Organizational Behavior & Management University of San Francisco
Mika, Eva	PhD - Clinical-Community Psychology DePaul University MA - DePaul University BS - Psychology University of Illinois, Urbana-Champaign
Rademaker, Linnea	PhD - Education University of Illinois
Rasmussen, Heather	PhD - University of Kansas
Siaya, Laura	EdD - University of Minnesota
Winsten-Bartlett, Cheryl	Ph.D. University of Arizona, Tucson, Higher Education B.A. University of Arizona, Tucson, Psychology

SCHOOL OF BUSINESS AND TECHNOLOGY MANAGEMENT

Name	Qualifications
Smith, Lee - Dean	PhD - Business Administration/Management Northcentral University MBA - Business Administration Lake Erie College BS - Marketing Myers University
Kim, Namhee	PhD - Education University of Minnesota MEd - Ewha Woman's University, Korea BA - Ewha Woman's University, Korea
Fleck, Robert	PhD - Business University of Illinois
Maffei III, Francis	DM - Colorado Technical University MS - Florida Institute of Technology BS - Colorado Technical University BS - University of Akron
Montgomery, Donna	PhD - Organizational Psychology Alliant International University MSW - Social Work San Diego State University BA - Psychology & Social Welfare California State University, Chico
Muhammad, Beverly	DM - University of Phoenix MBA - University of Phoenix BS - University of Phoenix

SCHOOL OF EDUCATION

Name	Qualifications
Guillaume, Cindy - Dean	EdD - Educational Leadership Nova Southeastern University MEd - Arizona State University Administrative Certificate University of Phoenix BA - Elementary Education/Special Education Arizona State University
Ferguson, Karen	PhD - University of Louisville MS - University of Louisville BS - Southern Illinois University
Graham, Gordon	PhD - Continuing Education University of Calgary
Kelsey, Marla	EdD - Child and Youth Studies

Nova Southeastern University

Leggett, Allison	EdD - Educational Leadership University of Phoenix
Pucci, Thomas	PhD - Education, Curriculum and Instruction University of New Mexico MA - Physical Education University of Pacific BA - Physical Education California State University (formerly known as Sacramento State College)
Selke, Mary	PhD - Marquette University MEd - Cardinal Stritch College BFA - Univerisity of Wisconsin
Stern, Craig	EdD - Educational Leadership Northern Arizona University

SCHOOL OF MARRIAGE AND FAMILY SCIENCES

Name	Qualifications
Henline, Branden - Dean	PhD - Marriage and Family Therapy Texas Tech University MS - Marriage and Family Therapy Auburn University BS - Family Studies Brigham Young University
Adamson, Darren	PhD - Marriage and Family Therapy Brigham Young University MS - Marriage and Family Therapy Brigham Young University BA - Family Relations Weber State University Certificate - Gerontology
Billings, James	PhD - Marriage and Family Therapy Loma Linda University MA - MFT Pacific Luthern University BS - Psychology Brigham Young University
Bradley, Peter	PhD - MFT Virginia Tech University
Hayes, Mellonie	PhD - Marriage & Family Florida State University MFT - Family Therapy Mercer University School of Medicine BA - Psychology State University of West Georgia
Kelley, Lisa	PhD - Family Therapy Nova Southeastern University MS - Family Therapy Nova Southeastern University BS - Psychology

Nova Southeastern University

Postanowicz, Patricia	PhD - Marriage & Family Therapy Florida State University MS - Counseling Psychology Northeastern University BA - Psychology Clark University
West, Charles	PhD - Marriage and Family Therapy Virginia Tech MS - Clinical Psychology Indiana State University

SCHOOL OF PSYCHOLOGY

Name	Qualifications
Hausmann, Robert - Dean	PhD - Cognitive Psychology Yale University MPhil, MS - Psychology Yale University BA - Psychology/ Computer Science Drew University
Harris, Alycia	PhD - Psychology, Research and Eval Walden University MS - General Psychology Walden University BS - Individualized Studies Charter Oak State College
Lichtanski, Kristopher	PhD - Clinical Psychology Capella University MS - Clinical Psychology University of A. Mickiewicz, Poland MA - Clinical Psychology New College of California BA - Counseling Psychology San Jose State University
Reay, William	PhD - Psychology University of Nebraska MA - Psychology University of Nebraska BA - Westminster College
Streit, Mary	PhD - Applied Psychology Hofstra University MA - Applied Psychology Hofstra University BS - Psychology SUNY at Stony Brook